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ABSTRACT

Information on cooperative programs between colleges and schools is presented in this directory, which, along with a database, was developed from the results of the 1986 National Survey of School-College Partnerships. The first section of the directory contains 166 descriptive abstracts that are organized into 15 categories of partnership programs. The second section lists 1,042 partnership programs in alphabetical order by institution. For each program, information is provided on: institution name, partnership name, contact name and title, and contact address and telephone number. The 15 categories of partnerships are as follows: inservice education/faculty development/academic alliances; programs offering college-level instruction to precollege students; minority, disadvantaged, and at-risk students; gifted and talented students; preservice and training new teachers; articulation programs; curriculum development; research on teaching and learning; program for administrators; adopt-a-school; consortia; coordination of collaborative activities; National Writing Project; tutoring programs; and miscellaneous. A copy of the National Survey of School-College Partnerships is appended, along with a form for electronic database searches. (SW)

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NATIONAL DIRECTORY OF SCHOOL-COLLEGE PARTNERSHIPS
Current Models and Practices

1987

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Leo M. Lambert
M. Jean Young

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National Association of Secondary School Principals
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NATIONAL DIRECTORY OF SCHOOL-COLLEGE PARTNERSHIPS

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On our respective homefronts we acknowledge Cheryl, Jeffrey, and Timothy; Laurie and Callie; and Bill for their love and encouragement.

FPW
LML
MJY
March, 1987

FORWARD

In the face of public expectations for high quality education at all levels, it is no longer sufficient for higher education to sit around and blame its problems on the quality of students coming to college. And it is no longer sufficient for elementary and secondary school educators to complain about changing ground rules and signals from higher education. We need to work as equal partners in finding solutions to common problems.

The American Association for Higher Education and the National Association of Secondary School Principals have been working together for four years to inform the education community about the kinds of cooperation taking place between the two sectors they represent. Our co-sponsorship of this *Directory* grows out of a mutual commitment to expand and deepen these important efforts.

What follows is more than a directory, more than a comprehensive data base. The abstracts are the stories of how people from two previously distinct professional cultures are finding common ground and cooperating with one another. The individuals involved in these partnerships share a commitment to improve the quality of teaching and learning in their local areas. In increasing numbers, they see education as a continuum and are working hard to eliminate the barriers that, in the past, have kept the two sectors separate.

We see the *National Directory of School-College Partnerships* as a useful resource for all educators. We commend it to your use.

Russell Edgerton
President
American Association for Higher Education

Scott D. Thomson
Executive Director
National Association of Secondary School Principals

INTRODUCTION

This *Directory* is an attempt to showcase many examples of programs that demonstrate how significant educational problems can be addressed in a meaningful and straightforward manner when educators from schools and colleges combine their respective talents, expertise, and resources. School-college partnerships, or collaboratives as they are sometimes called, have received considerable attention in the last decade (see Ernest Boyer's *High School*; The College Board's *Teaching in America: The Common Ground*; Gene Maeroff's *School and College: Partnerships in Education*; and The National Association of Secondary School Principals' *The School College Connection: Relations and Standards*). The notion that better bridges need to be built between schools and colleges is by no means new. Charles Eliot and The Committee of Ten faced the problem of unstandardized college entrance requirements 95 years ago. Since that time we have seen the formation of regional and state accreditation associations, the establishment of the College Entrance Examination Board, the Educational Testing Service, and numerous other committees, associations, and task forces charged with addressing the manifold problem of coordinating and enhancing the relationship between schools and colleges.

The programs described in this *Directory* address one or more of the most important, complex questions facing contemporary American education: how to keep teachers intellectually challenged and enthusiastic about teaching; how to best train new teachers for the profession; how to serve disadvantaged, minority, and/or "at risk" youth; how to challenge and encourage the most precocious and talented of our students; how to effectively manage a shrinking pool of resources for education; and how to promote a logical system of curriculum articulation from one educational level to the next. These fundamental questions transcend both sides of the mysterious barrier that separates grades K-12 from higher education. Most of the programs described within this document are testimony to the fact that these questions can *best* be answered when educators from both schools and colleges regard one another as equal partners with common missions.

Why the National Partnerships Survey Was Conducted

This *Directory* is one outcome of the National Survey of School-College Partnerships, a comprehensive attempt to identify many of the collaborative programs currently in existence. (The survey is described in the next section.) A second outcome of the survey is the National School-College Partnerships Electronic Data Base. The Data Base is located at Syracuse University, and contains more information about partnership programs than could be included in this *Directory*. Instructions on how to use the *Directory* and Data Base are included in the next chapter.

The *Directory* and Data Base were created because the authors saw an important need to disseminate information about school-college partnerships. As Director, Associate Director, and Graduate Research Assistant, respectively, of Syracuse University's Project Advance, we are contacted on a weekly basis by colleagues at other institutions who are seeking information about Project Advance (or other kinds of partnerships) for possible implementation on their school or college campuses. Considerable time and energy is quite naturally being wasted by individuals who are searching for preliminary information about what sorts of partnership programs exist, what audiences they serve, where they are located, and who can provide further information about them. Already the data base has been consulted by the press for information on programs that serve disadvantaged students, by a major national foundation, and by a doctoral student conducting dissertation research. In sum, it is hoped that the *Directory* and Data Base will be regarded as resources, available to all, that can assist educators at all levels in obtaining accurate information about school-college partnerships on a timely basis.

Methodology

The information in both the *Directory* and the Data Base was collected via a comprehensive national survey conducted in August 1986. (A sample survey instrument is included in Appendix A.) The survey was sent to chief academic officers at 3,064 colleges and universities nation-wide; names of institutions and CAOs were obtained from the 1986 *HEP Higher Education Directory* data base.

The survey instrument was designed to collect both basic information about partnership programs (names of contact people, school grade levels and academic areas served), as well as descriptions of the partnership activities. Many of the respondents returned program brochures, evaluation reports, funding proposals, and other descriptive information with their completed surveys.

One thousand forty-two useable surveys were returned to Syracuse University. Approximately 100 additional returned surveys were not useable because they were incomplete, or the partnership program was still in the

proposal stage (not yet implemented), or simply because the respondent indicated the institution was not involved in a school-college partnership.

One of the most difficult jobs in compiling the *Directory* and Data Base was sorting the various partnership programs by category. The original survey listed only nine categories of programs: in-service/faculty development; preservice; curriculum development; research on teaching and learning; programs for administrators; offering college courses to high school students; offering opportunities for minority, disadvantaged, and/or "at risk" students; offering opportunities for gifted and talented students; and "other" programs. This list of categories expanded to 15 as the sorting process evolved. Additional categories that were defined are: tutorial programs; National Writing Project Sites (this network is so comprehensive it was assigned a category of its own); adopt-a-school programs; consortia; curriculum articulation programs that emphasize vocational/technical education; and a unique category titled "Coordination of Multiple Collaborative Activities Under One Program Title." This last category includes programs that sponsor an array of partnership activities (e.g. speakers bureaus, faculty exchanges, materials/facilities sharing) administered by a single office, usually based on a college campus.

The next major effort involved selecting 150-200 programs to abstract. The primary criterion for selecting a program to abstract was that it should serve as a representative model for its partnership category. Obviously, selection of a program for abstracting also depended on the completeness of the survey. When choosing between programs in a particular category it was often necessary to select only one or two of many fine examples of a particular program type. Therefore, it is important to emphasize that not selecting a program for abstracting is in no way an indication that it is of lesser quality.

Draft abstracts were composed at Syracuse University, using the descriptions provided to us by the survey respondents. The draft abstracts were then forwarded to the contact person at the college or university for content approval. Every effort was made to portray the programs as fairly and accurately as possible.

How to Use the Directory and Data Base

As indicated above, two products resulted from the National Survey of School-College Partnerships: the first is this publication, the *National Directory of School-College Partnerships: Current Models and Practices*; the second is the National School-College Partnerships Electronic Data Base that exists at Syracuse University. All of the information in this *Directory* is contained in the Data Base; however, the Data Base contains much more information than could be included in the *Directory*. This section provides instructions on how to most effectively use both the *Directory* and the Data Base.

Using the Directory

The *Directory* is organized into two main sections. The first section contains 166 descriptive abstracts which are organized into 15 categories of partnership programs (see Table of Contents). Each category begins with a brief introduction and ends with a listing of institution names and partnership program reference numbers of additional programs in the category that were not abstracted. To find more information about these programs, the reader should turn to the second main section of the *Directory*, the complete listing of all 1,042 partnership programs in alphabetical order by institution. Several pieces of data are presented for each program: institution name; partnership name; contact name and title; contact address and telephone number; and reference number.

A reference number is provided for each program for two basic uses. The first is to help identify programs that were *not* abstracted for each category: in a given category, an institution may have two or more programs in the listing, and the reference number will serve as the unique program identifier in the complete listing of partnership information in the second section of the *Directory*. Second, readers who request further information about a given program from the Electronic Data Base (see section below) should refer to the program's reference number for searching purposes.

One important detail: some institutions did not provide formal names for their partnership programs. In these few cases, a name was assigned to the program; these assigned names are in parentheses.

Using the Electronic Data Base

The National School-College Partnerships Electronic Data Base contains additional information about each program in the *Directory*. For example, school grade levels served by the partnership, academic subject areas addressed by the partnership, and names, addresses, and telephone numbers for school contact people are contained in the Data Base, but not in the *Directory*. (For a complete listing of fields in the data base, turn to Appendix B.)

The Data Base may be useful to educators for a variety of purposes: to locate specific types of programs, or programs in a defined geographic area (e.g. mathematics/science-oriented programs, programs in New York State); to obtain supplementary information not contained in the *Directory*; and/or to obtain a custom report tailored to the information needs of the user.

While the first edition of the *Directory* is obviously completed, the Data Base is a continually evolving entity that is updated on a regular basis. Readers who are involved in a partnership effort that is *not* included in the *Directory* are strongly encouraged to complete and return a Partnerships Survey (see Appendix A) immediately so that their programs can become part of the national Data Base; information about these programs can then be disseminated to those individuals requesting customized searches. Also, the authors hope to periodically update information on each program in the data base, as well as to solicit information about new, notable partnership efforts.

Readers interested in further information about custom Data Base searches should turn to Appendix B.

PROGRAM DESCRIPTIONS
(by category)

IN-SERVICE EDUCATION/FACULTY DEVELOPMENT/ "ACADEMIC ALLIANCES"

Introduction

An intriguing variety of cooperative programs now exist that focus on the professional needs of teachers; the reason for the growth of such programs is readily apparent. Since the annual turnover rate of teachers is low, those teachers presently instructing our students are basically the same group that will be teaching our entire next generation. With rapid change occurring in all fields, particularly in the sciences and technical areas, the quality of education the students receive will, in large measure, depend on the continuing or in-service education of the teachers themselves. Current programs range from those designed to create "communities of scholars" within the academic disciplines, to centers for professional development and curriculum planning, to formal academic programs intended to extend the competencies of veteran teachers through institutes, colloquiums, summer programs, forums, and special degree sequences. Many programs have created real incentives for teachers to seek professional growth opportunities. The programs selected as examples span the entire country; their origins may often be traced to local initiatives, regional or national networks, or even state legislative mandates.

UNIVERSITY OF PENNSYLVANIA

Academic Alliances: School/College Faculty Collaboratives
Reference Number: 991

Academic Alliances are collaborative groups of faculty in the same discipline from all academic levels. Modeled on the original concept of the county medical society and county bar association, the alliance groups create local communities of scholar-teachers. Piloted in the foreign languages, the Academic Alliances project now includes more than 3,000 faculty members belonging to 180 collaboratives in chemistry, physics, math, English, history, geography, and geology. The project is centered at The University of Pennsylvania where an information network and an administrative center for Academic Alliance collaboratives are based.

Alliances meet regularly in monthly or bimonthly sessions and scholarly forums to consider a wide range of issues. Participants share resource materials, explore new technologies, review textbooks, journals, and abstracts, work on common administrative and curricular problems, and sponsor scholarly activities for students and teachers. Members become each other's mentors and contribute to the body of knowledge and teaching techniques in their discipline.

Alliance members tailor their own agenda and objectives to meet needs defined by school and college faculty in the same discipline. They rely on their own collective resources for ideas. Many collaboratives have been started by core groups, often as small as two or three faculty members, who identify others who may be interested. Other alliances have grown large enough to subdivide into smaller groups. Membership is open to faculty and administrators from all education levels—university to elementary school in the same cities, counties, or regions—but only to those teaching or working in the same or closely related disciplines. Many groups include college majors and graduate students as members.

Alliances do not replace formal degree work, but they do provide professional growth. In some areas school teachers receive continuing education credit for participation. Typically, faculty members and administrators help each other design appropriate incentives to encourage both school and college faculty to participate.

Examples of collaborative activities include: in Ohio, an alliance invited English language faculty from other nations for intensive study weekends in the U.S. with local language teachers; in Northwest Louisiana, an alliance-created foreign language festival draws "enormous" student and faculty participation and enthusiasm; in Southern Maine, a collaborative worked with university-level natural science faculty to sponsor workshops in state(-of) the-art technical instrumentation for high school teachers.

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YALE UNIVERSITY

Yale-New Haven Teachers Institute
Reference Number: 1079

In 1978, Yale University and the New Haven Public Schools established the Teachers Institute as a joint effort to strengthen teaching and learning in its community's middle and high schools. Studies of the program have shown how it has increased teachers' preparation in their disciplines, raised their morale, heightened their expectations of their students, encouraged them to remain in teaching in New Haven, and has, in turn, enhanced student performance. The Institute has repeatedly received national recognition as a pioneering and successful model of university-school collaboration that integrates curricular development with intellectual renewal for teachers. The Institute assists other institutions and school districts with the development of similar programs for their own communities. The university and the schools have maintained a major financial commitment to the program and have undertaken a campaign to raise an endowment to give the Institute a secure future. Through the Institute, Yale faculty members and school teachers join in a collegial relationship. The Institute also is an interschool and interdisciplinary forum for teachers to work together on new curricula.

Each participating teacher becomes an Institute Fellow and prepares a curriculum unit to be taught the following year. Teachers have primary responsibility for identifying the subjects the Institute addresses.

In applying to become a Fellow of the Institute each teacher agrees to participate fully in program activities by: 1) attending all talks and seminar meetings; 2) researching both the seminar subject and the unit topic; 3) meeting due dates in preparing a curriculum unit consistent with Institute guidelines; and 4) submitting a written evaluation of the program. Fellows who meet these expectations become for one year members of the Yale community with borrowing privileges at the University libraries and access to other campus facilities and resources.

Upon successful completion of the Institute, Fellows receive an honorarium of $1000 and may petition for certification of their course of study. Any Fellow who intends to seek credit in a degree program is advised to consult in advance with the dean of the institution where he or she is enrolled.

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UNIVERSITY OF OREGON

Resident Teacher Program
Reference Number: 788

The Resident Teacher Master's Degree Program combines graduate study with a year of full-time teaching in a public school under the direction of jointly appointed school district and the University's College of Education faculty. The Program provides opportunity to relate educational theory and classroom practice and to develop personal teaching skills through cooperative planning and supervision in an on-the-job field setting. Successful completion of the resident year and the full set of course requirements results in the granting of a Master's Degree by the University of Oregon College of Education.

As with other induction programs, the Resident Teacher Program of the University of Oregon is based on the following assumptions: that beginning teachers have not yet mastered the skills and knowledge they need to assure success in their first year of teaching; that learning is achieved most efficiently when it occurs in a relevant structure such as a field setting; and that first-year teaching experience in a supportive and analytic setting creates a confident, open attitude that forms a solid base for continued growth in effective teaching.

To achieve the purpose implicit in the assumptions, the University of Oregon has designed the Program to include five critical components:

1) The Program is under joint governance by the University and each cooperating school district.
2) A liaison between the educating bodies is provided by the director of the Program and a jointly-appointed clinical professor for each school district.
3) Teacher education and peer support are provided by weekly seminars designed by clinical professors where theory and practice are integrated and teachers learn from teachers.
4) On-site classroom supervision is provided by a school district appointed supervisor/cooperating teacher and the clinical professor.
5) "Effective teaching" in the first-year teacher's classrooms is implemented by monitoring the beginning teacher's abilities and reinforced as needed, while advanced teaching techniques learned in the seminars can be applied immediately to the classroom setting.

In a follow-up study done with randomly-selected Program graduates from the past 13 years, the University of Oregon found that a majority of graduates have continued in education after completing the program and plan to do so in the future. A comment from a respondent to the follow-up study says, "Make it mandatory—make it the fifth year of the oft-discussed five-year education program. My experience with other former resident teachers supports my personal opinion, as well as that of others, that the Resident Teacher Program produces superior teachers with a greater 'life expectancy' in the teaching profession."

The University of Oregon Program was cited as one of four exemplary induction programs in the 1980 Educational Testing Service publication, *Study of Induction Programs for Beginning Teachers.*

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University of Oregon
Eugene, OR 97403
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UTAH STATE UNIVERSITY

Mellon Teacher Effectiveness Program (Mellon TEP)
Reference Number: 783

New in the 1986-87 school year, the Mellon Teacher Effectiveness Program has as a major goal to increase the likelihood that qualified beginning teachers will experience success during their first two years in the classroom, achieve "Standard Certification" status based on Utah's new state certification requirements, and thus be encouraged to remain in the teaching profession. This project offers a model for collaborative activity between Utah State University and eight school districts in the Northern Utah Curriculum Consortium, in cooperation with the Utah State Office of Education.

The core of the Mellon TEP is the development of Aid/Assessment Teams comprised of a mentor and a University faculty member from Utah State's teacher preparation program for each beginning teacher. (The beginning teacher is considered part of this Team.) Beginning teachers are observed on a regular basis by members of their Aid/Assessment Teams. Each district is free to use its own evaluation instruments with beginning teachers who are participating in the Program, but the districts agree to follow the sequence of observation visits and the general requirements established by the Program. Financial support for the Teams is provided by the Mellon Foundation, Utah State University College of Education, and the participating school districts.

Each of the eight participating school districts provides a minimum of two beginning teachers, one at the elementary level and one at the secondary level, for the Program. Each district also provides a minimum of two mentors to work with the selected teachers; mentors

are selected using criteria compatible with the Program's goals. The Utah State College of Education selects the University supervisors to participate in the Program.

The projected outcomes of the Program include: 1) development of a collaborative model for teacher education and school districts to use in enhancing the effectiveness and retention of beginning teachers; 2) demonstrate how the model can be used to address certification issues and be implemented statewide through consortium arrangements; and 3) provide feedback to teacher education programs, making it possible for changes to be made quickly to accommodate the needs of districts and to correct weaknesses that may be discovered among program graduates during actual on-site teaching.

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Utah State University
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THE SCHOOL OF THE ART INSTITUTE OF CHICAGO

Basic Art Support in the Curriculum (BASIC)
Reference Number: 781

BASIC serves the greater metropolitan area of Chicago's art teachers at all levels and is currently involved with the local city and suburban school districts in curriculum update and development. The goals of the program are: to improve art education in public and private elementary and high schools; to bring art instruction to a greater number of students in the metropolitan Chicago area; and to begin to identify students who wish to pursue art as a career.

While BASIC acts as coordinator of the planning and activities, the School of the Art Institute has also initiated an advisory council comprised of leaders from such organizations as Urban Gateways, the Illinois Alliance for Arts Education, the Illinois Arts Council and the Chicago Board of Education. A local art education committee comprised of Chicago art teachers assists in assessing needs, sharing information, formulating programs and developing model visual arts programs for the city, state, and region.

Activities of BASIC include: 1) professional development workshops that include presentations on new techniques and methodologies for teaching, and studio workshops that feature such topics as ceramics, film making, visual communications, and art education; 2) in-service/institute day meetings with studio artists on new materials and techniques or program planning at schools in the Chicago area; 3) curriculum consultation in program planning for special education and the gifted, as well as presenting art curricula to local school boards and promoting art programs to the community; 4) assistance in program preparation for the review of art programs for the North Central Association of Colleges and Schools and visits by the Illinois State Board of Education; 5) half-tuition professional development programs which allow art teachers at all levels to enroll in classes at half tuition and full college credit; 6) classroom visits by faculty of the School of the Art Institute to present lectures or workshop demonstrations that may cover an artists' work, portfolio preparation, careers in art, or specific studio art areas; and 7) scheduled tours of the art school for high school students.

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STATE UNIVERSITY OF NEW YORK-FREDONIA

Fredonia/Hamburg Education Center
Reference Number: 654

The idea for the Fredonia/Hamburg Education Center arose out a meeting in 1972 between Hamburg Schools, the Fredonia Education Department, and the Teacher Education Research Center at Fredonia. Participants met to discuss educational philosophies and desired competencies for teacher education. What resulted was a competency-based field center for the training of teachers as a consortium effort by the State University College at Fredonia and the Hamburg Central School District. The purpose of this Center is to provide a competency-based training program for elementary and junior high teachers in which classroom observation, supervision, and teaching skills development are coordinated with and reinforced by the instruction they receive in theories of learning and methods in the teaching of language arts, mathematics, reading, science, and social studies. A Steering Committee comprised of building principals and teacher representatives of the Hamburg Central Schools, faculty of the Education Department of the College, representatives of the college administration, and a representative of the interns provides direction for the Center.

The preservice training provided by the Center includes seminars and internships. Methods seminars led by College faculty are conducted on-site in Hamburg. The seminars are organized according to the intern's needs and classroom responsibilities. A major feature of the program is that each senior participates in three, eleven-week internships in the Hamburg Central School District. All aspects of the year-long program center around five competency areas: concerns for individuality, human relations, decision making, content skills and techniques, and philosophical position.

As a result of extensive evaluation, Center staff report three specific benefits of their preservice program:

1) Hamburg Central School teachers who work with the interns have participated in the planning and structuring of the program, which promotes a higher quality experience for interns.
2) College staff involved in the program are strongly committed to the concept of a cooperative approach which promotes a close working relationship and mutual respect between the Hamburg Central School teachers and administrators and the College faculty.
3) Being field-centered, the program allows interns to become quickly immersed in their role. This is further promoted by requiring interns to live in Hamburg for the entire year.

The Fredonia/Hamburg Teacher Education Center received the 1985 Distinguished Program National Award by the Association of Teacher Educators.

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UNIVERSITY OF MARYLAND

Teacher Education Centers
Reference Number: 786

Teacher Education Centers were established in the mid-1960's as a result of efforts to join the University of Maryland's College of Education with cooperating school systems in a partnership for the improvement of professional education. Specifically, the purposes of a Teacher Education Center are to: 1) provide a vehicle for personalized and diverse preservice experiences, based on a comprehensive preparation design and attention to individual needs; 2) provide a range of accessible in-service opportunities; and 3) mesh material, personnel, and knowledge resources in order to facilitate an integrated study of educational needs and the production of new knowledge.

Each Teacher Education Center generally includes four to six schools which are identified as sites for preservice and in-service professional development. The schools in each Center are geographically close, and voluntarily join the Center based on school administration and faculty receptivity to the goals and responsibilities of the Center. The key person in every Center is its coordinator. This coordinator provides the link between the school system and the college and facilitates all aspects of the on-site program. Each coordinator is selected and appointed by the College of Education and the cooperating school system in which the Center is located. Selection processes are broad-based, involving a joint search and screening committee. In addition to the coordinator, there may be a center assistant who works with the coordinator, as well as center staff who work as cooperating teachers, program development collaborators, resources for observers and other in-service professionals, members of advisory and planning committees, and general support for all Center-related activities. The institutional administration of the Teacher Education Centers is generally a joint responsibility of the Office of Laboratory Experiences in the College of Education and of the Office of Staff Development in the cooperating school systems.

On the College side, the faculty and staff of many departments and of the Dean's Office serve as workshop leaders, consultants, course instructors, liaisons in the disciplines and other special areas, members of joint committees, and as general resources for expressed needs in research, curriculum, and related professional areas.

The University of Maryland reports that the Centers provide greater access to new knowledge about teaching and learning. In addition, by working with students preparing to be teachers, experienced classroom teachers have many more opportunities for applying and sharing their newly acquired skills and insights. They also report that sharing current instructional concerns with colleagues, supervisory personnel and University faculty occurs significantly more in the Centers than in other school settings.

CONTACT: Dr. James Greenberg
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UNIVERSITY OF WISCONSIN-WHITEWATER

Teacher Induction Program
Reference Number: 1081

The Teacher Induction Program focuses on providing assistance and support for first-year teachers. Participating administrators screen and select inexperienced teachers. When the first-year teacher signs a contract to participate, an Induction Team is formed. This team consists of: 1) an administrator of the local school; 2) a mentor teacher who is teaching in the same subject/grade level as the inductee; and 3) a University consultant who is a specialist in the teaching methodology of the subject/grade level of the inductee. The Teacher Induction Program requires admission to the University of Wisconsin-Whitewater Graduate School. The inductee enrolls for three to six graduate credits per semester which may be applied toward a graduate degree.

The first-year teacher prepares a Personal Development Plan under the guidance of the Induction Team during Induction Orientation meetings held in late August. The Personal Development Plan assists the new teachers in identifying their concerns about teaching and in organizing those concerns into major categories. The Plan becomes a continuous working document throughout the first year. Through the Plan, the inductee is encouraged to seek assistance from the mentor faculty at daily/weekly conferences and from the University consultant through weekly written reports. Additional support and assistance are provided by the University consultant through monthly on-site meetings of the Induction Team with the inductee.

Seminars are held monthly for all members of the Induction Teams. These seminars focus on common concerns of inductees. The topics of the seminars have included management of student conduct, evaluation, parent conferencing, motivation, anatomy of a lesson, and dealing with slow learners as well as gifted and talented students.

An experimental design involving 12 inductees and a control group of 12 first-year teachers who did not participate in the Program was developed to evaluate the Program. The results were that: 100 percent of the inductees completed the 1984-85 academic year, while only 10 of the 12 control group teachers completed the first year of teaching; and 75 percent of the inductees indicated they planned to be teaching in five years while only 25 percent of the control group indicated they had the same plans.

Other significant findings of the program are: 1) participating first-year teachers view teaching in a student/learner-centered approach while the non-participants view teaching in a more global point of view; 2) administrators reported fewer problems with first-year teachers in the program as compared with those not in the program and indicated there were fewer discipline referrals and staff and parent complaints; and 3) mentor teachers indicated they would work in the program and subsequent research and indicated that the program has been beneficial to them because of the professional challenge,

renewal, and recognition. Mentors reported the seminars were of special help to them.

The Teacher Induction Program was cited (in 1980) by the Educational Testing Service (ETS) as being one of 20 exemplary programs for first-year teachers in the nation; the Wisconsin Association of Teacher Educators named the Program the Wisconsin Program of the Year in 1984; the American Association of State Colleges and Universities awarded the Program the Showcase for Excellence Award in 1985; and Task Force Reports from the Wisconsin Department of Public Instruction and the University of Wisconsin Central Administration recommended such a program of Induction for all beginning teachers in Wisconsin.

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UNIVERSITY OF WEST FLORIDA

Teacher Education Center (TEC)
Reference Number: 9

In 1973, the Florida Legislature passed the Teacher Education Center Act thereby providing an organizational and financial strategy for matching staff development needs of local school systems with the expertise available at the college/university level. Teachers and administrators across the state are reported to like and appreciate the Teacher Center Program; this has been empirically confirmed by a study sponsored by the Education Standards Commission. A reported major strength of the program is that staff development plans and activities are approved in concept by the Florida State Department of Education Office of Staff Development in Tallahassee, contributing to greater uniformity among staff development training and among those activities teachers pursue for extension of certification.

As a regional university, the University of West Florida (UWF) serves the school districts in Northwest Florida for school personnel staff development. Each workshop or training session is coordinated by the director of the UWF College of Education's Teacher Education Center at the request of the school districts' office of staff development/TEC.

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BROWN UNIVERSITY

Brown Institute for Secondary Education
Reference Number: 5

The Institute for Secondary Education serves as the central mechanism to link Brown with its neighboring schools. Its three basic purposes are: 1) to provide meaningful in-service programs for secondary teachers in collaboration with Brown faculty; 2) to create a forum for teachers and school administrators within which they present curriculum demonstrations and joint research projects; and 3) to connect local interests with national efforts at fundamental school reform. The institute allows for collegial exchange, sharing of teaching strategies and materials, and reevaluation and restructuring of current curricula.

The following programs exemplify the three major purposes of the Institute: 1) A team of teachers and Brown professors plan a two-day institute, followed by four evening seminars on the "Story of the Constitution." This program is open to teachers throughout Rhode Island and southeastern Massachusetts. 2) Teachers present a series of "State of the Art Teaching" workshops/seminars. The content and format of each presentation is defined by the teacher/leader. Sessions have open enrollment. 3) The "School Leaders' Study Group," consisting of 15 teams of a secondary school principal and classroom teacher, focuses a year's study on curriculum development and implementation. The group works with innovative models, including those developed by the Coalition of Essential Schools.

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WESTERN KENTUCKY UNIVERSITY

Professional Development Center Network
Reference Number: 483

Western Kentucky University's Professional Development Center Network is a consortium comprised of the College of Education at Western Kentucky University, 24 public school districts, and the parochial schools within those districts. Divided into four centers, the Network services 163 schools, 3,281 teachers, and 66,889 students. Each Center has an advisory council comprised of representatives from the districts/organizations serviced by the Center who actively collaborate to meet the staff development needs of that Center. Through this collaborative effort a wide range of field-based resources and training activities are used. The total Network is governed by a commission under the leadership of the Network director supported directly by Western Kentucky University.

To insure that the staff development experiences addressed by the Network meet the professional needs of the individual staff members, the Network has developed an extensive needs assessment process. In addition to providing needs assessment data, a major function is to coordinate the development, registration, delivery, and evaluation of staff development experiences for certified district personnel. This function is accomplished in several ways.

1) Flexible In-Service Workshops: Using the "Master Plan" developed from the needs assessment process, the Network staff identifies the workshop leaders who design and deliver each workshop.
2) Common In-Service Days: Adjoining school districts regularly plan a common in-service day for their staff.
3) Individual District Workshops: Designed to meet specific district needs.
4) Administrator Workshops: Address the specific needs of central office and building level administrators.

5) Superintendent Conferences: State and local consultants are selected to deal with the topics identified by the superintendents.
6) Special Projects are designed to work directly with public schools in research as well as staff development and data management needs.

The intense involvement with public schools facilitated by this project has resulted in the incorporation of new content in existing courses in the University as well as the development of new courses designed to meet the needs of professional educators. Concepts such as teacher stress and coping strategies, the gifted learner, cognitive style and matching instructional strategies, motivation issues, and classroom/behavior management techniques are all examples of content that has been added to existing undergraduate courses as a result of faculty interaction with public school personnel.

The Professional Development Center Network and its operation has become a model for the development of similar programs at other institutions.

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PRINCETON UNIVERSITY

Partners In Education
Reference Number: 484

Over the past two years, 65 teachers in history, English, French, and Spanish, and 40 teachers in science have participated in summer workshops and an academic year follow-up that are the main focus of Princeton University's Partners in Education program. Planning for the project was done by representatives from Princeton, the Trenton Public Schools, and Princeton Regional Schools. Workshop faculty includes university professors and secondary teachers.

Also part of Partners In Education are arrangements that allow able senior high school students to take university courses in math, science, and language, admit able junior high school students to a Princeton Middle School Summer Program, and provide tutoring services for students of all ages in the schools.

Reported benefits sought from the partnership include: 1) improved instruction in the schools; 2) increased collegiality between school and university staff; 3) improved morale; 4) increased recognition of the important resources for teachers in nearby universities and experienced colleagues in the schools; and 5) increased initiative on the part of teachers in using local resources in instruction, such as those available at nearby institutions of higher education.

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SOUTHERN ILLINOIS UNIVERSITY

Renewal Institute for Practicing Educators
Reference Number: 998

The Renewal Institute for Practicing Educators is a collaborative endeavor between the Colleges of Education, Liberal Arts, and Science at Southern Illinois University at Carbondale, and public school teachers from districts within an approximate 50-mile radius of Carbondale. The purpose of the program is to extend the competencies of veteran elementary, middle/junior high, and high school teachers in mathematics, science, and written communication. Writing across the curriculum is a focus of the Institute.

Course offerings and related instructional activities are designed at the Renewal Institute each summer by mathematics, science, and written communications strand committees comprised of University faculty, public school faculty, and public school administrators. The majority of each committee rests with public school membership. The work of each committee is coordinated by the Director of the Renewal Institute. At the conclusion of summer instruction, assessment of individual courses and activities occurs. As a regular part of the Institute's activities, course instructors make in-school visits to all participants. This helps insure that the course content is being transferred to the classroom.

Evaluation of the impact of Renewal Institute summer instruction occurs on site in public school settings during the fall semester of the school year.

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TRINITY UNIVERSITY

Brackenridge Forum for the Enhancement of Teaching
Reference Number: 1019

With an aim to improve teaching and the conditions of teaching in the public schools of the nation, the participants of the Brackenridge Forum for the Enhancement of Teaching prepare position papers for the purpose of informing and influencing policy. Forum members include outstanding teachers from the Bexar County schools, selected faculty from the Department of Education at Trinity, and prominent national leaders in education such as Ernest Boyer.

Teachers from the Bexar County public schools are nominated by officials from their school district on the basis of outstanding performance as a classroom teacher and an interest in the issues related to teaching and the conditions of teaching. A committee of faculty from the Department of Education at Trinity University then selects from these teachers for appointments as Brackenridge Fellows.

Visiting scholars and Trinity faculty serve as Brackenridge Associates and meet regularly with the Fellows during the summer and one day a month during the academic year. The Brackenridge Forum for the Enhancement of Teaching is supported by the George W. Brackenridge Foundation.

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BEAVER COLLEGE

The Teacher: Summer Institutes in the Humanities
Reference Number: 485

Beaver College's The Teacher: Summer Institutes in the Humanities is an educational partnership aimed at improving humanities instruction from kindergarten through grade 12. Through reading and discussing the works of Jefferson, Plato, Dickens, and Henry Adams, the teachers study their role in society. During the intensive five-week program, the teachers also draft proposals for improving the teaching of the humanities and for improving teaching of writing in their districts. The school districts also receive extensive follow-up through consultation with the Beaver College staff.

As part of the evaluation process of a summer institute last summer a workshop leader wrote, "Once again I found a group of professional teachers with a keen awareness of both the difficulties and the possibilities facing contemporary education." Another workshop leader responded, ". . . I'm learning how to do collaborative learning: it has really been a challenge for me, and I think I've gained a lot in the process."

As a result of the partnership, in-house training seminars on teaching in the humanities, faculty forums, and faculty exchanges have been developed with schools participating in these institutes.

While funding by the National Endowment for the Humanities ends this year, an outgrowth of this Institute is an annual one-week summer institute called "Strategies for Using Writing in the Classroom," which begins this year.

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SOUTHEASTERN LOUISIANA UNIVERSITY

Sixth District Professional Development Center
Reference Number: 609

As a result of action and funding by the 1984 State Legislature (Act 148), a state-wide network of Louisiana Professional Development Centers (PDCs) has been organized to assist school systems in addressing needs for improvement of personnel or programs. Specifically, the Centers provide service for the purpose of improving and developing professional abilities of employees in public school systems and assistance in planning, developing, and implementing educational programs and support services. The current network consists of three operational centers in North Louisiana and three new centers in South Louisiana.

Each PDC is governed by a regional board comprised of local school superintendents or their designees. The Louisiana Network of PDCs is facilitated and supported by the Board of Elementary and Secondary Education and by the Louisiana Association of School Superintendents. Of the six centers, four are housed in local school board offices and two are housed at universities which serve as their Fiscal Agents.

Each of the PDCs reflects its own unique emphasis in responding to regional needs. The Sixth District Professional Development Center, for example, offers training and retraining for teachers in the areas of mathematics and science. In conjunction with this, by linking with the National Space Technology Laboratory, the Center has offered annual NASA Mini-Workshops for teachers in the region. Additionally, the center has assisted local school systems with the writing of grant proposals—in order to attract external funds for projects such as the establishment of a regional telecommunication network and prekindergarten programs for "high risk" students.

Areas of work are planned by: 1) assessing needs; 2) developing programs to address those needs; 3) organizing, managing, and delivering the program of services; and 4) evaluating all delivered services. Local education agencies may select and request programs and services desired by their systems. Additional services may be requested as needs develop throughout the year.

The Sixth District offers six kinds of services. Through the "Staff Development" service, staff training for teachers, administrators, principals, or support personnel is planned and presented by PDC staff or contracted consultants. "Program Planning" and "Coordination" services are offered so that school districts can get help gathering information and developing and implementing programs while coordinating various isolated programs. The Sixth District PDC provides educational materials and products as well as help with evaluation needs. It also helps school districts keep abreast of policies and procedures required for state approval.

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UNIVERSITY OF CALIFORNIA-SAN DIEGO

UCSD Science Teacher Institute
Reference Number: 669

The University of California-San Diego (UCSD) Science Teacher Institute is designed for teachers who need to expand their knowledge of content in biological, physical and earth/space science and who need to develop methods of teaching science to students. Funded by the National Science Foundation, the institute consists of a six-week summer program and monthly follow-up meetings during the academic school year.

The 50 participants in the first Institute (1986) received a stipend of $900 and six quarter units of credit for the summer session. They were teachers from San Diego City and County public and private schools selected on the basis of their: desire to improve their background in science content and science teaching methodology; ability to benefit from the program; commitment to participate in the academic year follow-up activities; ability to motivate colleagues and communicate skills learned; and the recommendation of the site principal. All participants in the first institute planned to teach in the

fall of 1986 in a middle/junior high school. In 1987, participants will be selected from teachers at the high school level.

Activities during the six-week program involve participants in formal lectures and a small-group discussion in the mornings, and three afternoons each week spent in laboratory sessions. Special presentations and field trips are scheduled for the other two afternoons. The faculty consists of distinguished professors and researchers from UCSD's departments of biology, chemistry, physics, and geology at Scripps Institution of Oceanography.

UCSD reports that the program benefits seventh through twelfth grade students indirectly by improving their science literacy, which in turn results in more qualified students for university-level work; teachers benefit directly by increased confidence and motivation.

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IDAHO STATE UNIVERSITY

The League of Schools
Reference Number: 682

The League of Schools was developed to address what Idaho State University (ISU) calls a long-standing concern that teacher in-service practices all too often generate dissatisfaction—and little improvement—in classroom learning. In order to improve in-service training, ISU established The League of Schools, whose purpose is to provide a process and vehicle by which the participating school districts and the ISU College of Education can mutually benefit by a collaborative organization of staff improvement activities. The League of Schools currently consists of 14 Southeastern Idaho school districts and the ISU College of Education.

Activities of the League of Schools are generally provided by the College of Education at ISU which provides credit and non-credit workshops. In addition, the League coordinates in-service activities from other institutions and individuals. High-interest areas such as computer literacy and reading are the subjects of many of these workshops. While many programs are delivered on a building/school district level, some of the staff development activities involve several districts. In these cases, multidistrict workshops are arranged. ISU reports that these workshops are both cost-effective and contribute to collegiality between districts.

Emphasis of League of Schools is placed on collaborative planning and programming among the ISU College of Education, administrators, and teachers. School districts are encouraged to do an annual needs assessment; in-service training is based on direct response to those needs. For example, the superintendents, assisted by The League of Schools staff, are the final decision-makers about the extent and nature of staff development programs. Also, those individuals receiving the in-service training are given the opportunity to have input into both the content and method of delivery of services.

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NORTH CAROLINA STATE UNIVERSITY

Academic Alliances: School-College Faculty Collaboratives
The Wake County Collaborative
Reference Number: 753

Academic Alliances in Foreign Languages and Literature began in 1981 to establish a collaborative activity between school and college faculty who teach foreign language. The Alliance project was initially developed and piloted nation-wide among foreign language and literature faculty by Dr. Claire Guadiani at the University of Pennsylvania. Between September 1, 1982 and September 1, 1984, 76 local collaborative groups of elementary, secondary, and postsecondary foreign language faculty were established in 37 states and the Virgin Islands under the auspices of a national project entitled "Strengthening the Humanities Through Foreign Language and Literature Studies."

The Wake County Collaborative Professional Update Team, formed in 1981, consists of approximately 40 faculty members from Wake County secondary and postsecondary institutions. This group has served as a model pilot team for the "Strengthening the Humanities Through Foreign Language and Literature Studies" project. The aim of the Wake County collaborative is to address areas of mutual concern to the teaching and learning of foreign languages through an ongoing program of meetings, six times a year, to engage in various activities. Agenda for these meetings include: reporting on recent journal articles and books in the field of foreign language pedagogy; evaluating materials, textbooks, and exams; and discussing the latest developments in the field of foreign language teaching. Activities of the collaborative vary: secondary school foreign language teachers have been invited to the North Carolina State University campus for informal social gatherings; departmental faculty members have been encouraged to participate in high school classrooms; since 1980, the Department of Foreign Language and Literature has sponsored a Foreign Language Festival which has brought to campus several thousand local high school students, accompanied by their teachers, to perform in talent competitions in the foreign language arts.

(See also Marymount College, Reference Number 754, next abstract.)

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MARYMOUNT COLLEGE

Academic Alliances in Foreign Languages and Literatures:
School-College Faculty Collaboratives
Reference Number: 754

The Foreign Language and Literature collaboratives of the Academic Alliances project started in 1981 is now centered at Marymount College with Dr. Ellen Silber as coordinator. There are currently 100 local communities of foreign language and literature faculty from elementary schools, secondary schools, community colleges, four-year colleges, and universities who meet monthly or bimonthly to consider a wide range of professional issues. These groups comprise more than 3,000 faculty members in 37 states and the Virgin Islands. In addition, many of these groups regularly invite graduate students, college language majors, and selected high school students interested in teaching foreign languages to their meetings. Together, they take responsibility for the quality of teaching in foreign languages in their local area and work on administrative and curricular problems that affect their teaching.

The central office of Academic Alliances in Foreign Languages and Literatures at Marymount College coordinates an information network on collaboratives across the country. To facilitate the formation of new groups and to support ongoing groups, it provides consulting services, organizational material and guidelines, speakers for national, regional, and local meetings, press releases and press kits, as well as details on funding opportunities. In addition, Academic Alliances in Foreign Languages and Literatures prepares a bimonthly column for *Foreign Language Annals* and publishes *Collaborare*, a triannual newsletter.

(See also The Wake County Collaborative of North Carolina State University, Reference Number 753, previous abstract.)

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CLEVELAND STATE UNIVERSITY

Teacher Induction Program
Reference Number: 777

Cleveland State University (CSU) faculty introduced the Teacher Induction Program because they felt that the first-year teacher is often left alone to devise survival tactics during the crucial early stages of his/her career. The program was designed to help new teachers learn from experienced teachers what to expect and how to handle various classroom situations. It also addresses the need for professional peer contacts. The program consists of seminars on the CSU campus. All local school systems are invited to participate.

Each seminar of the Induction Program is conducted in a workshop format by four master teachers currently teaching in area schools. All four course instructors had taught for one year at CSU as visiting instructors and were selected to participate in the Induction Program. Each master teacher represents one of the four major teaching levels: early childhood; primary and intermediate elementary grades; middle school/junior high school; and secondary school. The curriculum of the seminars covers five areas—classroom management, direct instruction, home-school relationships (strategies for working with parents and community groups), professional behavior, and extra-curricular activities. The delivery system for information and class discussion is decided by the master teachers in conjunction with the participating new teachers.

Thirty-nine teachers from 17 school districts completed the first year of the program (1985-86) and were reported by CSU to be unanimous in their enthusiasm for the program. All of the participants commented on the freedom provided by going to the CSU campus for discussion. Many said the seminars were a safety net that helped them survive their exciting—but often difficult—first year. Many of the teachers developed social and professional relationships with their peers which provided them the opportunity to share experiences with other teachers who were having the same problems.

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UNIVERSITY OF IOWA

Iowa Writing Project
Reference Number: 785

The Iowa Writing Project began in 1978 as the Southeast Iowa Writing Project with 25 teachers. By the end of the summer, 3,000 teachers will have participated in the Project. In 1981, a Level II project was added due to repeated requests from teachers who had already attended Level I sessions. Both Level I and II Writing Projects are now held during the summer for three-weeks. They are open to teachers across the curriculum, grades K-12. As with other Writing Projects, summer sessions feature reading and discussion of professional literature regarding the teaching of writing and writing by the participants and peer discussion of that writing. Beginning in 1985, a third level was added—a year-long journal seminar that meets biweekly.

The University of Iowa reports that participating teachers appear to emerge from the Projects with: 1) increased knowledge of the professional literature in the teaching of writing, 2) increased respect for their own writing, 3) greatly increased enthusiasm for teaching writing, 4) friendships with other teachers, and 5) in some cases, a strong desire to do more graduate work. Nearly all of the Iowa Writing Project participants report that their students are profiting from more vigorous and more valuable writing programs.

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NAZARETH COLLEGE OF ROCHESTER

Center for In-service Education
Reference Number: 787

Nazareth College of Rochester sees the role of the Center for In-service Education as a means for helping area schools and other educational organizations attain their goals and objectives in a more efficient and effective manner. Through the Center, college part- and full-time faculty, as well as others with special skills, are in the position to help area schools through appropriate seminars, workshops, institutes, and consultative resources.

The Center is staffed by a full-time coordinator and a secretary. The coordinator functions as a bridge between College department chairs and faculty and school administrators responsible for program and staff development. The coordinator works closely with an Advisory Committee of area school administrators who offer suggestions for Center plans and directions and help the coordinator design and maintain an effective response to in-service program needs of area schools.

The Center offers four kinds of services: 1) participation in the design and interpretation of program and staff development needs assessments; 2) in-service program planning conferences with school personnel; 3) consultation with College department chairs and faculty regarding district in-service needs; and 4) design and preparation of proposals for program and/or staff development. An extensive list indicates College faculty members who are available to act as consultants along with their areas of instruction at Nazareth and special interests and/or skills.

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SOUTHWEST TEXAS STATE UNIVERSITY

Classroom Management and Discipline Program
Reference Number: 803

The Classroom Management and Discipline Program was initiated to assist local Texas school districts to maintain and improve school discipline. It is a state-wide university-school-community partnership funded by the Office of the Governor, Criminal Justice Division and operated by Southwest Texas State University. Because of the high correlation between children in trouble at school and children eventually in trouble with the law, criminal justice funds are being invested in the schools as an innovative delinquency prevention program.

Program goals are to provide training and technical assistance to help school districts maintain and improve school discipline; reduce dropout rates, school disruptions, truancy, drug usage, and school crime; develop alternatives to school suspensions; implement programs to enhance the overall learning environment; provide leadership and resources for improved school discipline and academic achievement; and to facilitate university-school-community networking and linkages.

The core of the Program is four week-long summer training sessions for school teams of four to five representatives. The training is action-oriented, with each team developing a plan to improve school discipline and provide alternatives to out-of-school removal. The focus of the training is on effective classroom management techniques and strategies to reduce school disciplinary problems. Follow-up technical assistance is available to school districts that send teams to the training sessions. Participation in the Program is open to school teams comprised of school teachers, other school personnel, board members, parents, juvenile or criminal justice professionals, involved community members and at least one administrator (a team requirement).

In addition to the discipline courses conducted in the summer, the Program also provides: technical assistance to local schools for the development and implementation of disciplinary programs and approaches; regional and in-service training for local school districts and other agencies; a specialized text developed for use in the Program as a practical reference; and a resource directory of programs, organizations, and individuals that provide assistance to teachers, school districts, and youth services workers.

The Classroom Management and Discipline Program received the 1986 Christa McAuliffe Showcase for Excellence Award, presented by the American Association of State Colleges and Universities, specifically for building relationships with local schools.

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UNIVERSITY OF CALIFORNIA, DAVIS

Northern California Mathematics Project
Reference Number: 807

There are 16 California Mathematics Projects at several universities throughout California. The Project is administered jointly by The California State University and University of California in consultation with an advisory committee composed of representatives from the University of California, The California State University, California Community Colleges, Association of Independent California Colleges and Universities, California State Department of Education, California Postsecondary Education Commission, Industry Education Council, and California Labor Federation. The goal of the California Mathematics Project is to improve instruction in mathematics at all levels.

Activities at the 16 project sites include selection of experienced mathematics teachers to participate in a Summer Institute. All of the projects emphasize problem solving in mathematics, two of them through the use of computers. Eleven invite teachers from both the elementary and secondary levels, three serve only high school teachers, and two are designed especially for elementary school teachers. In addition to the summer courses, the projects support continuing school year activities including follow-up meetings, school visits, and in-service programs for other teachers with workshops conducted by Summer Institute participants. A major strategy of the Project is to develop and support the leadership of experienced mathematics teachers who will disseminate ideas and techniques for teaching by forming networks through which to share resources and successful teaching approaches as well as through the in-service presentations.

In addition to the Summer Institute, the Northern California Mathematics Project offers diagnostic testing and consulting in the

schools, and in-service workshops such as "Problem Solving," "Logical Thinking," "Teaching Methods and Organization," and "Measurement."

The California Science Project, modeled on the Bay Area Writing Project and the California Mathematics Project, has been formed for the purpose of improving instruction in the physical sciences. The activities and goals of the Science Project reflect those of the two programs on which it is modeled.

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TUFTS UNIVERSITY

Science Program Improvement Project
Reference Number: 480

The Science Program Improvement Project began with the intent of improving the science program in the public schools of Northborough and Southborough, Massachusetts. The schools involved include five elementary schools, two middle schools, and one regional high school. The partnership involves a contractual agreement whereby the University releases a specialist in science education from 25 percent of his campus responsibilities in order to serve the schools. The schools compensate the University for the released time and cover expenses for travel and materials. The science educator spends one day each week in the schools providing demonstrations, lessons, consultation, workshops, and curricular guidance. Other resources of the University are also made available.

Benefits of the Project have been reported to be substantial. From the University's perspective, contributions to the professional growth of teachers has moved beyond the coursework and workshops of traditional programs, and work in schools on a continuous basis has enriched the professional life of the University faculty involved. At the schools, teachers are reportedly becoming more comfortable with science and are providing more science instruction than before.

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WILLIAM PATERSON COLLEGE

Promoting Excellence Through Writing Across the Curriculum in Area Schools and Colleges
Reference Number: 872

To improve the language skills of students entering state colleges, the William Paterson College English Department designed a three-year Writing Across the Curriculum (WAC) Project, collaborating with area schools (K-12) and community colleges.

The first year's efforts (1984-85) focused on the implementation of WAC in the Wayne, Paterson, and Newton public high schools and included the following activities: 1) a two-day WAC Conference; 2) four "Writing as Process" seminars for high school teachers; 3) WAC consultations with school administrators; 4) an "Evaluation/Planning Symposium" of all participants; and 5) the formation of the New Jersey Writing Consortium, a permanent institution dedicated to the creation of a committed, professional community for the improvement of student writing within each participating school and community college, and ultimately, in neighboring schools and colleges.

The second year of the Project, a collaboration of WPC and Bergen and Passaic Community Colleges sponsored the following activities: 1) a Writing Institute, team-taught by WPC and CC faculty, for 20 community college colleagues to redesign General Education courses to include writing activities; 2) a training workshop for WPC, community colleges, elementary, middle, and high school faculties to be WAC workshop leaders and teacher-consultants in their own and area schools and colleges; 3) the publication of *On Writing Well*, a WAC guidebook for improving student writing in all disciplines; 4) the publication of the first issue of "Zero Draft," the consortium newsletter; and 5) a Consortium General Meeting on "The Role of Standardized Testing in the Curriculum."

The Project is following the first and second year with workshops on Critical Thinking/Writing at participating middle and high schools and preparing for the third year, the collaboration of WPC and the elementary school faculty of the Paterson, Wayne, Newton, and Englewood School Districts.

The Project was financed by the DHE-FICE grant and matching WPC funds for the first two years. Third year costs will be shared by the DHE-FICE grant, WPC, and participating school districts.

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UNIVERSITY OF MARYLAND

Teaching Associate Program
Reference Number: 478

Through agreements with Montgomery County Public Schools and University of Maryland-College Park (UMCP), selected high school teachers in chemistry, physics, and math are given a year-long leave to become teaching associates at UMCP. Associates are selected by a joint committee of school and UMCP personnel.

The selected associates work in a team capacity with lower division instructional faculty in their respective academic area at the UMCP campus. Teaching Associate Program participants take graduate level courses for professional development, help teach in a major first-year course (supervise labs, conduct discussions, help with lectures, assist in training of other graduate assistants), and complete a major project of value to Montgomery County Public Schools and UMCP which is shared with fellow teachers upon their return to the school system.

In its second year, UMCP reports that the Program has built closer university/school ties, helped update and enrich the background of classroom teachers; helped orient university and school instructors to problems shared at other levels in terms of student learning difficulties, and has built an infrastructure of individuals who are prepared to collaborate on other projects.

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OBERLIN COLLEGE

Teachers Academy
Reference Number: 873

The Oberlin Teachers Academy was inaugurated in January 1986 as a result of Oberlin's desire to make its resources available to secondary education in Cleveland, the Cleveland-area, and beyond. The Academy offers in-service education through weekend retreats and summer institutes, providing opportunities for secondary teachers and administrators to study at Oberlin in order to advance their knowledge of and upgrade their expertise in their disciplines.

Workshops and seminars offered at the institutes and retreats are conducted by Oberlin faculty. Programs have been offered in areas such as English, computer science, biology, chemistry, environmental studies, contemporary China, American government and history, music, French, mathematics, Soviet and American relations, and Japanese history and culture. Believing that the teacher-student ratio is a critical factor in any formal learning situation, there is a firm enrollment limit of 15 in both the institutes and the weekend retreats.

The weekend retreats, which begin on Friday evenings and conclude on Saturday afternoons, are offered during the academic year. Most summer institutes are held the last two weeks in June, but some are offered later in the summer. College dormitory space is provided and on-campus residency is encouraged. Various travel seminars and a "London Shakespeare residency" with the Royal Shakespeare Company are also offered each summer. Oberlin College credit is awarded for summer seminars and workshops lasting one week or longer. Scholarships from various sources are available to qualified applicants.

Teachers who participate in Academy programs over an extended period of time and perform at a consistently high level of excellence are conferred the title "Fellow of the Oberlin Teachers Academy" in recognition of exceptional accomplishment.

The Academy is funded in part by a grant from the Cleveland Foundation.

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UNIVERSITY OF WISCONSIN-SUPERIOR

Teacher Incentives Pilot Program
Reference Number: 402

The main goal of the University of Wisconsin-Superior Teacher Incentives Pilot Program is to increase the professional growth opportunities available to Superior-area educators. The secondary goal is to attract a greater number of quality graduates from Superior Senior High School to the teacher preparation programs in the colleges of their choice.

As part of the main goal are five objectives: 1) to increase professional development opportunities through a series of six seminars conducted by University faculty, at selected high schools; 2) to challenge teachers' professional creativity by offering five or six mini-grants to fund special projects; 3) to offer modified sabbatical leaves in the form of faculty exchange programs between the school districts and the University; 4) to help marginal teachers improve through both University involvement in assistance teams and by offering in-service training to supervisors on how best to deal with them; and 5) to expand extended contracts between the University and the schools to develop instructional units.

The program involves the pursuit of excellence in teaching at many levels—the public school setting, college teaching, and teacher preparation. University of Wisconsin-Superior reports that the collaboration has resulted in an improved relationship between local school systems and the University.

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ART ACADEMY OF CINCINNATI

High School/Art Academy Advising Team
Reference Number: 941

In an effort to develop a smooth transition for students from high school art classes to college-level art programs, the High School/Art Academy Advising Team was established. The general goals are to involve a group of high school and Art Academy Foundation teachers to work on: 1) bridging the gulf between high school and college teachers, and between high school and college teaching; 2) investigating where learner-centered improvements can be made in the transitional period between high school and art college; and 3) helping develop art education as a substantive and cumulative process from high school through college.

The Advising Team consists of eight high school teachers and three Academy faculty members who advise and consult with each other about a number of issues on a collegial basis. Participants discuss their respective programs and courses and share concerns, such as determining the best methods for using art education as a means to teach thinking and creativity, and how the unevenness in preparation of high school students can be addressed.

The Art Academy of Cincinnati hopes that in the long term this team effort will help raise the effectiveness, visibility, and status of art education in the Cincinnati area.

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GEORGETOWN UNIVERSITY

Georgetown University Articulation Program
Reference Number: 944

In 1977, in collaboration with the District of Columbia public schools, Georgetown University began an effort to improve the teaching of critical reading and writing in local schools. From the fall of 1977 through the spring of 1981, English teachers from Georgetown and from all 12 of the District's public high schools worked together to consider ways of improving the teaching of composition and literature.

Objectives of the current program reflect suggestions made by those teachers who participated 1977-1981. Those suggestions included: bringing together teachers of varied backgrounds—from many different disciplines and levels, from both public and private schools—and not only teachers but faculty, administrators, and students; and extending work done by these groups to others by publication and wide dissemination of curricular materials.

To meet these objectives, teachers from all levels, from junior high through graduate school, attend five workshops per year each coordinated by a Georgetown University faculty member. Within each workshop the responsibility for selection of the materials to be studied and the direction of particular meetings is shared among participants. The fall semester is devoted to open-ended explorations of concerns to be addressed on both theoretical and practical levels. The development of curricular materials for classes and for wider dissemination is done in the spring.

There have been several results of the collaboration between these college and pre-college educators including: 1) a national interest in their "Writing in the Humanities" curricular materials; 2) the "Writing Center Associates Program" for high school teachers seeking master's degrees in English who, working with a Georgetown professor, combine the study of composition pedagogy with the study of literature; 3) each summer, ten Georgetown faculty members meet with approximately 30 high school, community college, and college teachers in various disciplines to discuss ways of approaching writing instruction; and 4) publication of a journal, *Critical Literacy*, with each issue devoted to a specific topic of professional interest to local schools and colleges.

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FIVE COLLEGES, INC.

Western Massachusetts Five College/Public School Partnership
Reference Number: 10

Five Colleges, Inc. (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst) has joined in a partnership with 43 school systems in Hampden, Hampshire, and Franklin Counties in Western Massachusetts. The goal of the collaboration is to provide opportunities for teachers at every level to remain current with their field of academic interest and to encourage collegial and professional contacts between teachers in the schools and colleges. The Partnership enjoys the support of key school and college administrators both in the daily operation of the projects and in their commitment to establishing a long-term mechanism for strengthening communication and sharing resources between the schools and colleges. The Partnership is directed by a Steering Committee of school and college administrators and teachers and representatives from the Massachusetts Teachers Association and the State Department of Education.

All activities are planned and organized by committees of school and college faculty representing a specific academic discipline or area of interest. The Partnership offers conferences and seminars during the school year, summer institutes, a resource system, newsletter, electronic bulletin board to select subject area teachers, and summer task forces working on specific projects. The five colleges, through their consortium, Five Colleges, Inc., provided the initial funding for the Partnership and will continue to provide a part of the operating costs. Sources of funding for specific projects include the school systems, the Rockefeller Foundation, the General Electric Foundation, the National Science Foundation, the Massachusetts Board of Regents of Higher Education, and the Massachusetts Foundation for Humanities and Public Policy.

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UNIVERSITY OF CHICAGO

Fry Foundation Summer Seminars
Reference Number: 488

The Fry Seminars bring Chicago Public High School teachers to the University of Chicago campus for intensive four-week sessions in June-July. The objective of the seminars is to strengthen the instructional abilities of high school teachers of the Chicago Public School System by providing intellectual challenge and refreshment. The University meets this objective by matching the needs of high school teachers for renewal in their disciplines with the talents and interests of appropriate University of Chicago faculty.

Seminars have included topics in English, biology, mathematics, modern European and United States history. The focus of the seminars was not exclusively to promote substantive learning, but to provide discussions for disciplinary and curricular concerns. University faculty sought to challenge the way participants see their material and their teaching, and to make them rethink attitudes and issues.

The seminars were designed to provide each participant with an agenda and bibliography for future reading, new ideas for teaching, and, for some, with a research topic to be explored.

In an evaluation of the program, participants emphasized their sense of being taken seriously as adult learners and stressed appreciation of the experience. Participants also expressed appreciation for an opportunity for formal and informal interaction, both with instructors and among participants. Many expressed the intention to continue their interaction with other seminar participants. A participant in the mathematics seminar said of the Fry Seminars, "Seminars of this kind are a 'definite must' if we, as high school teachers, are to be kept abreast of new discoveries and techniques in our field."

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ALVERNO COLLEGE

High School-College Teaching Partnership in Critical Thinking
Reference Number: 636

The Alverno College High School-College Teaching Partnership is designed to provide in-service training for middle and senior high school teachers focusing on the development of critical thinking skills in their students. The program consists of a two-week workshop followed by a year of ongoing support to assist teachers in implementing and refining improvements in their own classes and in spearheading the infusion of critical thinking across the curriculum in their school.

The in-service instruction is based on teaching the participants a process for identifying the embedded thinking abilities in their specific disciplines that are appropriate to their students' developmental levels, designing learning and assessment strategies, and planning for school-wide participation. Program participants are recruited on a team basis. Each school team must have at least five members so that during the year-long implementation phase the participants from each school have a network of mutual support. Alverno College reports that the team concept helps insure the commitment of school administrators to the program.

All work on the project is based on active collaboration between Alverno faculty and middle and senior high school teachers. Joint planning promotes the concept that college and school personnel are colleagues in a common enterprise. Furthermore, the planning committee experience provides important leadership training for teachers.

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SAN DIEGO STATE UNIVERSITY

Language Development Specialist Certificate
Reference Number: 210

The "Language Development Specialist" was instituted by the State of California to enable monolingual (English) teachers to develop skills that bridge linguistic and language teaching methodology with curriculum and cultural foundations as a basis for working with students who have limited English proficiency. School districts recruit and/or select school personnel for the program and San Diego State University provides a series of seminars to help teachers acquire the necessary linguistic and curriculum background to improve the linguistic and academic skills of K-12 students. Joint seminars (15 per semester) between University faculty and teachers are undertaken at school sites. Course credit leading to a Language Development Specialist Certificate for the State of California may be obtained.

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UTAH STATE UNIVERSITY

Instructional Improvement Project to Implement
the Learning Cycle in Biology, Chemistry, and Physics
Reference Number: 3

Attempting to shift the teaching emphasis from lecture and the learning emphasis from rote memorization, the learning cycle model of instruction emphasizes a "hands on," exploratory, problem-solving approach to science education. To implement the model, Utah State University, in cooperation with NSF, is engaging in a teacher development/materials production project to implement the learning cycle model.

As a two-year project (1986-1988), Utah State University invites selected biology, chemistry, and physics teachers from local school districts to produce and field test laboratory-oriented instructional materials. After participants are identified, they attend a two-week workshop where they receive instruction in cognitive psychology and the learning cycle model. Participants then field test the materials they developed at the workshop in their own classrooms.

Follow-up meetings are partially accomplished by a telecommunications hook-up between five school sites and Utah State. These meetings occur twice monthly. Two other follow-up meetings are scheduled on campus.

The evaluation process of the initial writing segment is assisted by science educators, writing specialists, media specialists, and evaluation specialists. Formative evaluation of the instructional materials is based on data collected from anecdotal records, videotapes of classroom activities, and on-site observations.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

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Bowling Green State University	535
Bradley University	641
Bradley University	642
Brandeis University	652
Brandeis University	653
California College of Arts and Crafts	651
California State Polytechnic University	655
California State University, Los Angeles	77
California State University, Sacramento	617
California State University, Stanislaus	605
California University of Pennsylvania	614
Case Western Reserve University	773
Centenary College of Louisiana	310
Chapman College	528
Cleveland State University	338
Cleveland State University	340
Cleveland State University	341
Cleveland State University	648
Cleveland State University	778
College of Southern Idaho	608
College of St. Thomas	939
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Connecticut College	610
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DePaul University	188
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Dominican College	782
East Texas State University	453
East Texas State University	454
East Texas State University	685
Edinboro University	643
Edinboro University	644
Edinboro University	645
Fitchburg State College	791
Franklin and Marshall College	779
Genesee Community College	320
Georgia State University	620
Georgia State University	621
Georgia State University	622
Georgia State University	623
Georgia State University	624
Georgia State University	625
Gulf Coast Community College	947
Gustavus Adolphus College	180
Hagerstown Business College	353
Hiram College	346
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Indiana University at Kokomo	680
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Johns Hopkins University	780
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Kean College of New Jersey	106
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Loyola University of Chicago	1048
Luzerne County Community College	302
Manhattan College	179
Midwestern State University	612
Mohawk Valley Community College	323
Mohawk Valley Community College	324
Montana State University	678
Monterey Institute of International Studies	308
Montgomery College	492
Montgomery College, Takoma Park	632
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North Arkansas Community College	351
North Carolina A&T State University	1066
Northeast Wisconsin Technical Institute	158
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Providence College	172
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Radford University	683
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Rutgers University	316
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Rutgers University	318
Rutgers University	319
Saginaw Valley State College	311
Saint Martins College	684
Salem College	348
Salem State College	793
Salem State College	794
Sam Houston State University	775
San Diego State University	250
San Diego State University	739
San Diego State University	1024
Santa Clara University	303
Schenectady County Community College	650
Shepherd College	606
Southeastern Massachusetts University	776
Southern Arkansas University	14
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Stetson University	481
Surry Community College	170
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SUNY at Binghamton	21
SUNY at Binghamton	938
SUNY at New Paltz	626
SUNY at New Paltz	627
SUNY at New Paltz	628
SUNY at New Paltz	629
SUNY at New Paltz	630
Taylor University	747
Temple University	973
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Trinity University	175
Trinity University	177
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University of Akron	176
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University of California, Santa Cruz	631
University of Central Florida	984
University of Florida	673
University of Illinois	304
University of Iowa	314
University of Iowa	342
University of Kansas	19
University of Kentucky	211
University of Kentucky	299
University of Kentucky	300
University of Kentucky	482
University of La Verne	22
University of Maine	618
University of Maine	619
University of Maryland	312
University of Maryland	313
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University of Massachusetts	996
University of Michigan, Flint	675
University of Michigan, Flint	676
University of Nevada, Reno	722
University of New Hampshire	16
University of New Orleans, Lakefront Campus	18
University of North Carolina at Charlotte	637
University of Oregon	634
University of Oregon	635
University of Oregon	789
University of Pennsylvania	995
University of Pennsylvania	1005
University of Pennsylvania	1083
University of South Alabama	11
University of South Florida	633
University of Southern California	661
University of Southern California	662
University of Southern California	945
University of Southern California	946
University of Southern California, Arnold Schoenberg Institute	660
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University of Toledo	185
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University of Virginia	298
University of Washington	663
University of West Florida	1036
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Villanova University	936
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Virginia Tech	934
Wake Forest University	349
Walla Walla College	870
Weber State College	343
Western Kentucky University	187
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Western New England College	940
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PROGRAMS OFFERING COLLEGE-LEVEL INSTRUCTION TO PRECOLLEGE STUDENTS

Introduction

Many school-college partnerships seek to create opportunities and real incentives for precollege students to work hard academically, to "test the waters" for more full-time college study, to explore various career options, and to understand the commitment necessary to be successful in a given field. They accomplish this by making it possible for high school students to enroll in college-level courses, often bearing regular college credit, while they are still in secondary school. Among the objectives of many of these collaboratives are to smooth the transition from school to college, shorten the time needed to earn an undergraduate degree, avoid unnecessary duplication of curricula, and improve the study habits, general academic readiness, and academic options for all college-bound youngsters. Often, such programs also serve to strengthen relationships among teachers and college faculty, provide teachers with new opportunities to keep up with developments in their academic disciplines, encourage collaborative curriculum development projects and research on effective instruction, and help college faculty keep in better touch with the realities of educating today's children. Courses are offered both on college campuses and in the schools, are taught by regular college faculty and high school "adjuncts," and include courses ranging from freshman English, chemistry, and history, to economics, computer engineering, and statistics. School-college cooperative relationships that allow for joint planning, teaching, and supervision of college courses often require special administrative structures and a strong commitment to research and evaluation. The examples that follow illustrate the diversity and scope of the programs in this extensive category.

SYRACUSE UNIVERSITY

Project Advance
Reference Number: 279

Syracuse University's Project Advance (PA) is currently the largest program in the United States offering accredited college courses taught in high schools by high school faculty. The Project began in 1973 in six pilot schools in the Syracuse area. It now serves 84 high schools and approximately 3,800 students in New York, Maine, Massachusetts, Michigan, and New Jersey. Ninety-five percent of approximately 465 colleges and universities approached by Project Advance graduates have recognized Syracuse University (SU) coursework successfully completed through PA for some combination of degree credit, exemption from similar courses, and advanced placement.

Syracuse University courses offered through Project Advance are regular introductory college courses offered in the colleges of the University. They include; biology, calculus, chemistry, computer engineering, English, psychology, sociology, religion, and most recently, public affairs. An economics course will be introduced for the 1987-88 school year. The courses are carefully monitored by SU faculty and PA administrative staff to insure the standards in PA classrooms are identical to standards of SU classrooms. Detailed student and teacher manuals, testing and evaluation instruments, course outlines, and record-keeping techniques help to achieve this consistency. The high school faculty who teach PA courses are carefully selected on the basis of academic background and teaching experience, and are trained in special workshops by SU faculty.

Project Advance reports that the advantages of the Project to students are numerous: enrollment in PA helps to sharpen students' skills for full-time college study and give them realistic expectations of the academic demands of college life; the record of recognition of courses completed through PA is high; credit and/or exemption received by most students creates a variety of options in academic program planning including acceleration or taking additional courses outside their major; students' work is assessed throughout the year and is verified by regular SU transcripts; a full-time year-round administrative staff at SU coordinates support services for students and their parents, teachers, professors, and the representatives of other colleges and universities; instructional materials used are continually examined for ways to improve their effectiveness and to keep them current.

Various evaluation procedures are used to monitor the Project such as classroom evaluation surveys of participating students and "comparability" studies to insure that coursework meets on-campus standards. Another such procedure is a follow-up of graduated students who have gone on to college. These students have commented: "The subject you pick for PA probably doesn't matter, but I took English. The most important thing I learned was that you work hard. You work much harder in college. PA was a good stepping stone for me." "It really prepared me to handle the tough assignments in college. I was able to be academically competitive."

In 1983 Project Advance was cited as an exemplary school-college program by the National Commission on Excellence in Education. Project Advance also received an award in 1984 from the Carnegie Foundation for the Advancement of Teaching and the American Association for Higher Education for special achievement in education.

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INDIANA UNIVERSITY

Advance College Project
Reference Number: 277

Indiana University (IU) states that the reasons local high school students enroll in their Advance College Project (ACP) are many: 1) They want to get a head start in college by taking IU courses in their high schools. 2) They want to earn dual high school and college credit. 3) They have the opportunity to learn what a college course is like. 4) They have an expectation that the course would provide more individualized instruction in the high schools as compared to college. 5) They want to see if they can do college work.

The Advance College Project begins each implementation with a project orientation meeting held with high school administrators, counselors, and teachers from preselected schools. (High schools are invited based on the strength of their academic program.) At the orientation, the philosophy of the Project, descriptions of the IU-ACP courses offered, and other implementation information is shared. The high school personnel have the opportunity to talk with both the ACP staff and the IU faculty members in the specific course areas. After the orientation meeting, each high school decides whether or not the Project complements its school curriculum needs. If the high school personnel choose to participate, they decide which of the IU-ACP courses will be offered at the high school.

In order to teach an IU-ACP course, a high school teacher must go through a selection process. Approved teachers receive Adjunct Faculty status. During the summer months, newly selected teachers attend a course-specific seminar. Each high school teacher is asked to follow the proposed IU course syllabus with some leeway allowed for individual teaching style and content flexibility.

During the school year, each high school does its own counseling to recruit students for the Project's courses. In addition to following the IU-ACP admissions standards, some high schools may develop additional academic criteria for students to enroll. Each high school decides the number of course sections and when each course will be offered based on the number of students interested in the Project and scheduling limitations.

Evaluation procedures include "Initial Teacher Questionnaire," "Summer Seminars," "IU-ACP Comparability Assessments-Course Performance Measures" which involves giving common exams to students in the high schools and on campus as well as a comparison of on-campus and high school student English papers. Student satisfaction is being evaluated with student questionnaires and the "ACP Teacher Questionnaire: Your Perception of the ACP Course Experience."

The Advance College Project has grown from six schools in its initial year, 1981, to 42 in the 1986-87 school year. Indiana University reports that secondary teachers view the Project as a significant professional development activity and the schools see it as a major service to their students.

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SEATTLE UNIVERSITY

Matteo Ricci College
Reference Number: 374

Students normally begin this program as freshmen at Seattle Preparatory School, the Matteo Ricci College I program. After three years of study, those able to undertake university-level work are recommended to advance to the Seattle University campus or to enter other colleges or universities under "junior-admit" status. At Seattle University, students complete the three-year Matteo Ricci College II program to earn a Bachelor of Arts degree with a major in humanities. The result is that students can complete their high school and university education in only six years, rather than the traditional eight. In addition, about one-half of the students spend an additional year on the University campus to complete a second baccalaureate in one of a host of traditional fields.

Matteo Ricci College was created partly as a response to the Carnegie Commission on Higher Education report which stressed the need for closer cooperation between secondary and higher education both to avoid duplication and to create an integrated curriculum oriented to a continual process of student learning. It was also created to renew the focus of Seattle University as a Jesuit institution committed to liberal and values-oriented education.

The integrated approach is designed to motivate students and to foster independent learning. Emphasis is placed on writing, problem solving, independent research, evaluation, discussion, and integration. Class sizes are generally small to facilitate the development of these skills.

As part of Seattle University, Matteo Ricci College draws upon the faculty of the other five colleges and schools—The College of Arts and Sciences, Albers School of Business, School of Science and Engineering, School of Nursing, and the School of Education. It is from these colleges and schools that faculty are "borrowed" to teach the required MRC Humanities courses. And it is in these colleges and schools that the students complete much of their coursework in the discipline and professional areas.

Since its inauguration in 1975, Matteo Ricci College has won Carnegie, FIPSE, Department of Education, and Atlantic Richfield awards, and recognition from the Academy for Educational Development as "one of the twelve most successful educational innovations" in America.

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CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA

PolyNet
Reference Number: 602

PolyNet is a cooperative interactive television network that links California State Polytechnic University-Pomona (Cal Poly) with 18 high schools in the Greater Los Angeles Area. The network is used to deliver regular credit college courses and non-credit seminars directly to advanced high school students and to teachers. Students receive regular University credit which is transferable to other insti-

tutions. A unique feature of the network is that students can interact directly with the instructor using advanced audio technology. Since it began in January, 1985, 300 students have taken PolyNet courses.

The program began as a result of Cal Poly's desire to use its Instructional Television Fixed Service channels to deliver educational programs to receiving audiences. When Cal Poly asked school districts how they could be of service, schools suggested that a technology-based network, which could inexpensively help bridge the gap from high school to the university, would be of real value. Also, it was suggested that such a system would permit public school teachers to interact with Cal Poly's resources to update and enhance skills. Thus, after several months of planning, eight school districts joined with Cal Poly to establish PolyNet whose purposes are: to strengthen the link between public secondary schools and the University; and to provide a cost-effective way of sharing informational resources so that the quality of the public schools could be maintained and improved.

There are three components to the PolyNet system: the studio classroom on Cal Poly's campus; the transmission system; and the technology at the eight high schools. Through the use of telephone lines and teleconferencing technology, students can press a button and talk directly with the instructor and other students at other schools.

During the first pilot quarter, 80 students enrolled in "Introduction to Statistics," "Introduction to Psychology," and "Probability Theory" courses. Students were reported to have enjoyed the courses, to have done as well or better than on-campus freshmen, and 90 percent said they would take other courses over the PolyNet system in the future. Cal Poly reports that after one year of operation, PolyNet has shown itself to be an effective dynamic medium to help students get a head start in college. A recent survey of school coordinators revealed that PolyNet courses were believed to add breadth to the high school curriculum as well as provide college credit, and that PolyNet students benefited by interacting with high caliber University faculty.

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LONG ISLAND UNIVERSITY-C.W. POST CAMPUS

Secondary Collegiate Articulated Learning Experience (S.C.A.L.E.)
Reference Number: 65

Long Island University-C.W. Post initiated the S.C.A.L.E. program in response to a position paper issued in 1974 by the Regents of the University of the State of New York which called upon educators to create programs that would avoid duplication in secondary and postsecondary curriculums and provide qualified students with the opportunity to accelerate their academic pursuits. In cooperation with three local high schools, C.W. Post came up with the following recommendations which later became the S.C.A.L.E. program:

1) Students enrolled in the program would hold dual status as high school seniors and C.W. Post freshmen and meet admissions criteria of C.W. Post. As matriculated freshmen, seniors enrolled in the program would have full use of all facilities and resources at the campus.
2) The program would take a team-teaching approach in the presentation of the courses. College and high school faculty would participate in course development and course delivery. While the high school faculty would have primary responsibility for classroom instruction, C.W. Post faculty would be assigned to the course at each high school and would be responsible for the development and coordination of the course.
3) The faculty from both the high school and college would jointly develop a course outline for the subject area which establishes basic content equivalent to courses offered at C.W. Post. Evaluative devices, suitable texts, and other materials also would be jointly agreed upon.
4) Because the courses are taught in the high school there would be various stipulations for high school participation. Specifically, the high school must be within reasonable commuting distance so that students can take advantage of the main campus facilities and close enough to be convenient to the C.W. Post faculty who make at least six visits to the high school. Furthermore, the college would charge a reduced rate of tuition for courses offered in the high school because of reduced overhead.

The program is now in its eleventh year, offering 1,500 students from 29 high schools courses in 16 areas of study including criminal justice, business law, management, marketing, computer science as well as the more traditional courses such as English, biology, and mathematics.

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JOHNSON COUNTY COMMUNITY COLLEGE

College Now
Reference Number: 4

College Now at Johnson County Community College (JCCC) is a dual enrollment program in which high school students who have completed 15 units and are enrolled in honors or Advanced Placement (AP) classes may also earn college credit. Courses that reflect the College's content, objectives, and assignments are taught on the high school campus by qualified high school teachers. The responsibility of the high school is to uphold college standards. In turn, JCCC provides the high schools with textbooks and instructional materials. On-site visits to high school classrooms enable the college staff to monitor the program and establish professional relationships with the teachers. The College also provides workshops for the high school teachers and invites them to attend professional development activities on campus. To help coordinate all activities related to the program, each high school assigns a person to function as liaison between the high school and the College.

Students enrolled in the program are mailed a packet containing a calendar of College events, general information about JCCC, and a library card, all in an effort to help them feel that they are really college students. Upon completion of their College Now classes, students will have college transcripts that are mailed to other colleges and universities upon request.

A survey is sent to graduates of the College Now program to address such issues as the transfer of credit to other colleges and universities, quality of instruction, perceptions of the College, satisfaction with the program, and other questions related to their involvement in the program. Students participating in the College Now program report that they are better prepared for future college courses, not only because they get a head start on earning college credits, but also because they get a preview of what to expect in college. Typical responses to the most recent survey include the following: "College Now classes were much more demanding than many other classes because assignments forced interpretation and evaluation. They required more thought, were more advanced, and prepared me for college better than any other high school classes."

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KINGSBOROUGH COMMUNITY COLLEGE

College Now
Reference Number: 274

Unlike the College Now program of Johnson County Community College that provides college courses for college-bound high school students (see above), the College Now program of Kingsborough Community College (KCC), serve moderate-achieving high school students, many of whom never consider college as an option. It is predicated on the fact that such students: 1) need help in determining whether college is an appropriate option for them after high school; 2) need the assurance that they can improve their basic skill levels and successfully complete college-level coursework while still in high school; and 3) need greater assistance than high-achieving high school students in making the transition from high school to college.

The program consists of two main parts. First, in the spring of their junior year, students interested in the College Now program take the City University of New York Freshman Skills Assessment Examination to test their levels of achievement in reading, writing, and mathematics. Following the testing, students are advised of their test scores, and individually counseled as to the appropriate College Now courses in which to participate during their senior year. This may include remediation courses carrying no college credit and/or freshman-level college courses carrying up to seven college credits. Then, during the senior year, students participate in College Now courses at their high schools during the fall and/or spring semesters. Classes are conducted before or after the regular school day. Students participate on a voluntary basis, and take College Now courses in addition to those needed to fulfill their high school requirements for graduation.

As with the JCCC College Now program and Syracuse University's Project Advance, the College Now program of KCC uses qualified high school teachers to teach the courses; members of the college faculty designated as "Course Heads" are responsible for insuring that the high school faculty present courses reflective of the college syllabi. The on-site visits, record keeping, and implementation procedures are also similar to Project Advance.

The College Now program began in four high schools in New York City in the Fall of 1984. By the Fall of 1986 it was servicing 13 schools and 1,700 students. In its second year of operation the program was formally evaluated by the Academy for Educational Development, an independent evaluation agency, which concluded "College Now's success reflects its staff's ability to build reciprocal collegial relationships with the administrations and staffs of the participating high schools." In addition to the formal evaluation, the program was visited by many interested parties, one of whom commented, "College Now is certainly performing a service in lowering the cost of remediation for CUNY (City University of New York) and other colleges and in offering average kids a chance to raise their sights and pursue worthy goals. It's an idea that will be replicated."

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STATE UNIVERSITY OF NEW YORK-BUFFALO

Gifted Math Program (GMP)
Reference Number: 1009

The State University of New York-Buffalo (SUNY-Buffalo), in cooperation with area schools, offers the GMP for gifted (top one percent in ability) and highly motivated secondary school mathematics students. The central feature of the program is that, each September, a new group of seventh-grade students embarks on a full six-year school-college mathematics program at the University. Nominations of sixth-grade students are accepted early each calendar year from school principals and directors of area public, parochial, and private schools as well as from individual parents. Parents of nominated students are provided detailed reports about the program and are invited to attend information meetings before student testing is begun. Screening includes tests such as the PSAT "college board" math section, Watson Glaser, and tests of mathematical thinking and aptitude. Further screening procedures include an interview of the high-scoring students and their parents.

Accepted students study mathematics at the University two afternoons each week during the academic year. These classes replace the students' regular high school mathematics program. In some cases early dismissal from school is also arranged so that students can commute to the University to attend classes. One-way commuting distances average over 20 miles. Over 200 students are currently enrolled.

Although much of the curriculum of the first four years of the program addresses school content, University mathematics is introduced in the first year and increases in quantity each year. Upon successful completion of this college level work with grades of "A" or "B," earned credits may be converted (as a parent option) to regular University mathematics credit through the University Division of Undergraduate Education. This means that students who continue through the full program can accumulate a substantial number of credits toward a University mathematics major and a total of 22 semester hours of college credit.

Grades and other progress reports are communicated to schools and directly to parents. A school system liaison committee with representatives from each district keeps communication lines open, provides program evaluation, and addresses intra-school problems. University support for this program has come from the Department of Learning and Instruction, the Office of the President, the faculties of natural science and mathematics and education, and the Division of Continuing Education.

Teachers of grade seven to nine students are being drawn from Buffalo area secondary schools. They are selected for their mastery of advanced mathematical content and established reputation as classroom teachers. Before teaching in the program these teachers spend at least one year observing and assisting with instruction through the grade level at which they will teach; during each academic year several such teacher interns participate. In some cases at these advanced program levels, University undergraduates and graduate students may study with the secondary school students in the same classrooms.

This program has been listed as an exemplary program in the *Catalogue of Practices in Science and Mathematics Education*.

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MIDDLESEX COUNTY COLLEGE

High School Partnership Program
Reference Number: 965

The High School Partnership Program between Middlesex County College and Perth Amboy, Carteret, and Metuchen High Schools offers junior and senior high school students the opportunity to earn college credit for computer science and computer assisted drafting (CAD) courses.

Students must have good general academic standing and at least a "C" average in mathematics and science courses, including at least one year of elementary algebra, to be considered for participation. Students are selected by their teachers and counselors after they indicate their interest in participating in the program.

Two courses are currently being offered: Introduction to Computer Science and Technical Graphics/CAD. The courses meet one afternoon per week at the College. These courses are modified from the traditional laboratory/lecture format into a more heavily lab-oriented approach in order to permit students to move from a practical, applied demonstration of a concept to a theoretical understanding. While the content and standards of these courses are equivalent to those of the sections offered to college students, high school sections extend over a 30-week period to match the high school academic calendar.

Middlesex faculty teach the courses and act as mentors, role models, and career advisors. A bilingual tutor or laboratory assistant is also on hand for those for whom the English language presents an additional barrier to learning. Field visits are conducted to demonstrate how the knowledge in each course is applied in "real life."

Credit for courses taken is given to those students who successfully pass the course. The program's intent is not to serve as a recruiting tool for Middlesex; faculty encourage students to investigate other college options.

The high schools provide transportation, supervision, and coordination with the College. The College provides its extensive laboratories and faculty, along with support services as needed. It also provides textbooks to students at no cost, and, where reasonable, will provide transportation for those schools that have none available.

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FLORIDA INTERNATIONAL UNIVERSITY

Partners in Progress Program
Reference Number: 108

The main goal of the Partners in Progress Program (PIP) as reported by Florida International University (FIU) is that minority students become aware of their academic potential and the opportunities available to them in higher education. The Program began in 1982 serving five Miami inner-city high schools, and has now expanded to 14 senior high schools in Dade County.

While the PIP Program offers college courses to high school students, it is different than many other programs (such as Syracuse University's Project Advance and Indiana University's Advance College Project) in that courses are offered on the college campus during the summer. Dade County Public Schools provide 12 classroom teachers and transportation for the students during a six-week program that comprises the students' first summer study experience. Florida International University provides the campus site, professional development for the teachers, and student materials. During the students' second summer experience, FIU provides scholarships to cover the cost of tuition, books, and fees for two courses. PIP students earn two high school credits their first year in the program and up to six college credits their second year.

PIP is currently being considered as a pilot program for the State University System by the Florida Board of Regents.

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ROCHESTER COMMUNITY COLLEGE

Post-Secondary Enrollment Options Program
Reference Number: 86

As a result of Minnesota's Post-Secondary Enrollment Options Act of 1985, many eleventh and twelfth grade students enroll in courses at each of the Minnesota Community College System's 19 campuses. State University System policy limits enrollment only to students in the upper half of their class. High school or college credit can be obtained by students through the program, with students paying only

for courses taken for college credit. The state pays tuition for students taking courses for high school credit.

After the first full year of the program, an extensive evaluation revealed some problems that would be instructive for anyone who is considering adoption of a similar type of program. Since the courses were held on the community college campuses, transportation and lack of equal access for all students became major concerns. The Minnesota Community College System is considering several ways to help deal with this problem. Other ideas include telecourses, independent study courses, video cassette courses, and interactive radio/telephone/television courses.

Another concern was in the area of admission policy. While 84 percent were in the "satisfactory" range (students who earned A's, B's, C's and pass), about 16 percent did not complete courses or did not receive satisfactory grades. Some believe that a more rigorous admission standard would screen out those students who lacked maturity to succeed.

Revisions to the Post-Secondary Enrollment Options Act (PSEO), now require that students' participation is limited to two years and that school districts provide comprehensive counseling services which appraise potential participants of the responsibilities accompanying postsecondary enrollment. The bill now also provides that postsecondary institutions must award appropriate college credit at no cost to those students who successfully complete a course for high school credit and later enroll in a course of study at that institution.

PSEO students were enrolled for 1,963 course registrations during the fall of 1986. English was the most frequently taken subject with psychology, mathematics, history, political science, sociology, and business as the next most frequently taken. In all, there were 53 courses in which PSEO students enrolled ranging from accounting and aviation to video producing and zoology. Comments from student participants were reported as being favorable. For example, "I like the fact that I am treated in the same manner as other college students. This program is a challenging alternative to senior slide."

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LAKE MICHIGAN COLLEGE

Early College
Reference Number: 23

Through Early College, Lake Michigan College provides a process whereby local high schools submit course proposals which, if accepted, can offer college credit to high school students. The process begins when a proposal is submitted to the Vice President of Instruction (VPI). After a preliminary screening, the VPI forwards the proposal to the Dean. In conjunction with the Dean and Department Chairperson, the appropriate full-time staff review the proposal, and if it is mutually agreed that such a course be offered, return the proposal to the VPI along with recommendations as to scheduling and staffing as well as any other relevant stipulations or conditions. The accepted courses are consistent with comparable courses offered on campus. The appropriate full-time faculty is responsible for establishing and maintaining appropriate course content, procedures, and standards.

When a proposal is accepted, the high school is then responsible for: 1) providing descriptions of high school schedules, facilities, and equipment available for college use; 2) recruiting students pursuing a high school diploma who have a 3.00 GPA overall and in the subject area of the course, and appropriate ACT and SAT scores (Lake Michigan College course prerequisites and qualifying examinations also apply); 3) facilitating academic advising by Lake Michigan College staff for Early College students; 4) securing permission from principal and/or counselor as well as parent for student participation; and 5) coordinating registration.

Lake Michigan College is responsible for: 1) a description of courses with approved syllabi appropriate to be offered within the high school facility; 2) arranging academic calendar compatible with the district's calendar and state audit requirements; 3) selecting and contracting instructors (some of whom may be high school teachers selected in accordance with *The Adjunct Faculty Handbook*); 4) determining curriculum and texts; 5) monitoring program progress, evaluating effectiveness and appropriateness of course and/or program; and 6) maintaining student records.

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UTAH SYSTEM OF HIGHER EDUCATION

Concurrent Enrollment
Reference Number: 913

Concurrent Enrollment is a program in which high school students enroll in one or more college courses before graduation from high school. Credit earned is applied toward full college matriculation. Concurrent Enrollment programs have been implemented in junior and technical colleges, as well as private and public four-year institutions throughout Utah.

Courses are held at the high school or on the college campus, and are offered in as many subject areas as possible, particularly those meeting postsecondary general education requirements. They are scheduled during and after regular school hours, in the evening, and during the summer. The college is responsible for providing course outlines, titles of approved texts, and other appropriate materials. Examinations used in the Concurrent Enrollment program are standardized with the examinations used in the sponsoring college's curriculum.

Staff for teaching concurrent enrollment courses are selected jointly by the high school/school district administration and the college. Selection is based on academic preparation, experience, demonstrated competence, and student achievement.

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CALIFORNIA STATE UNIVERSITY-STANISLAUS

The Uncommon Core
Reference Number: 287

The Uncommon Core program was instituted in response to what California State University-Stanislaus calls "the erosion of curricula in California since Proposition 13 and the importance of orienting promising high school students to university life." The program brought a number of high school students (35-40 in 1985-86) to the University in the fall semester and for two campus visits, and then chose from that group 15 students to do independent study projects in the spring. Each of the students was "mentored" by a member of the University faculty. Successful completion of the independent study projects resulted in the granting of 3.0 units of lower division credit. The 15 spring semester participants were admitted to CSU-Stanislaus through its "Advanced Placement Program" procedures and criteria.

Independent study topics chosen by students in the 1984-85 year included "Genetic Engineering in Medicine," "Japanese Cultural influence on American Life Styles," and "The Production of Transuranic Elements." A student commented about the experience: "The strength's included: University faculty contacts, opportunity to study in area of my choice, freedom for growth, develops my initiative, opportunity to earn college credit, enjoyed another environment."

The first year brought high school students from five different high schools to an academic setting. Expansion of the program to other districts is currently under consideration.

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KENYON COLLEGE

School-College Articulation Program
Reference Number: 30

The School-College Articulation Program (SCAP) is an early college program in which ten central and northern Ohio public and independent secondary schools offer various Kenyon College freshman courses on their own campuses. The program permits students to earn advanced placement and academic credit before leaving high school while imitating as closely as possible a college environment in the nature and scope of reading, writing, and laboratory assignments, and the process or atmosphere of a college class. Kenyon's standards for the courses are maintained in a number of ways: teachers in the schools are appointed by Kenyon; departmental representatives from the college visit and evaluate classes in the school; course materials and methods are developed in faculty summer workshops jointly by teachers from Kenyon and the school; teachers exchange student written work for cross-grading exercises; and admission of a student to a course requires acceptance by Kenyon.

The program offers courses in many areas of academic inquiry including studio art, European and American history, economics, philosophy, English literature, political science, French, Spanish, Latin, physics, statistics, biology, and computer science.

Program personnel include:

- a Director
- an Associate Director, the Kenyon Coordinator, who is the principal link between the college's administration and faculty and the Steering Committee representatives in the schools
- a Board of Directors, composed of heads of member high schools who maintain communication with the Director and with each other
- Steering Committee representatives in the schools who are the administrators of the SCAP program in their schools and teachers in the program. The Steering Committee makes policy for SCAP.
- Kenyon's Academic Dean, who is the primary liaison between SCAP schools and Kenyon's administration
- Kenyon's faculty representatives, who are responsible for maintaining academic standards
- classroom teachers who must maintain the standards, methods and subject matter agreed upon with the course representative at Kenyon. The classroom teachers keep the school's Steering Committee and Kenyon Representative informed about the course's progress, submit forms when required, and attend course meetings.

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FAIRLEIGH DICKINSON UNIVERSITY

Middle College Program
Reference Number: 571

In an effort to help local senior high school students ward off "senior slump," Fairleigh Dickinson University (FDU) instituted the Middle College Program. This Program enables highly qualified seniors to take courses for college credit in their own high schools.

Students are selected by the faculty and administration of the participating high school. Courses are team taught by University and high school faculty; guest lecturers are used to give added depth to the coursework. Topics of recent lectures include "Ferromagnetism," "Modern Art," "The Triumph of Materials or Why Modern Art is NOT a Fraud," "The Alienated Character in Late 20th Century Literature and His Attempts at Accommodation," "Thermodynamics," and "The Environmental Effects of Deep Sea Research."

In addition, students make periodic visits to the University to use its varied resources including the libraries and computer and science laboratories. They are also invited to various art exhibits and concerts at the University and to occasional special events such as educational conferences or colloquia on current events.

Administration of the Program is the responsibility of the Edward Williams College (EWC) of FDU. An advisory committee of two EWC faculty and an academic dean reviews the course syllabi for subjects recommended by the high school, reviews the credentials of the faculty, and agrees on a schedule of classes given at high schools and the University. The committee also recommends textbooks, reviews the library resources of the high school and examination and grading practices.

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STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA

Shaker High School Time-Shortened Degree Program
Reference Number: 288

Any Shaker High School junior who has a minimum three-year average of 82 qualifies for admission to State University College at Oneonta's Time-Shortened Degree Program (TSD). Seniors enrolling in the program must select a minimum of four courses, including two semesters of both English and social studies. Each semester course carries the equivalent of three college credits and a student must earn a minimum of 24 college credits in order to matriculate as a sophomore in either Oneonta or Hudson Valley Community College. Courses specifically approved for the TSD program and Advanced Placement (AP) courses in calculus, biology, English, chemistry, American history, art history, and courses in statistics probability, as well as the "Seminar in Russian Studies" have been approved for credit. Students taking AP courses earn credits toward their college major if they score three or better on the AP examination.

Shaker High School seniors enrolled in the TSD Program visit the Oneonta and Hudson Valley campuses each year. These visits are required of all students in the program. Articulation between faculty include visits, exchanges, and the sharing of student writing and examinations.

The primary objectives of the TSD program are: 1) to make the senior year in high school more meaningful; 2) to allow qualified seniors to take courses equivalent to the freshman level in college; 3) to develop closer articulation between high school faculty and faculties of institutions of higher learning; and 4) to provide opportunities for qualified students to enter college as a sophomore and complete undergraduate work in less than the traditional four years.

Benefits for the college include the opportunity to attract and recruit excellent students from an excellent high school.

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ELIZABETH SETON COLLEGE

Leap Into New Knowledge (LINK)
Reference Number: 286

LINK was introduced in 1975 as a partnership between Elizabeth Seton College (ESC) and local high schools to promote articulation of high school and college curriculum. Over the past decade the partnership has expanded to include college-oriented seniors who select the option to enroll in credit courses in their high schools taught by certified teachers with ESC adjunct status. The objectives of the program are: 1) to provide realistic experiences of college curriculum; 2) to challenge high school seniors who are college oriented; 3) to create a forum for dialogue concerning high school-college curriculum; and 4) to give prestige and status to high school graduates.

High school coordinators and faculty who wish to participate in the LINK program are expected to submit resumes of the high school faculty who teach the approved courses, course descriptions, and outlines of each course. Normally, courses must be those which form part of the freshman program at ESC. Academic evaluation of the LINK program is conducted by the college department chairmen and is coordinated by the Office of Special Academic Programs.

In a survey of six Link-type programs serving high school students in Westchester, Manhattan, Bronx, and Queens, it was reported that "Chairmen and their faculty were enthusiastic about the opportunity 'to reach out into another milieu,' to experience the 'high school world,' to speak to their colleagues in the high school, to engage in research and to share results, to be involved in recruitment for their departments."

Some of the special features of the LINK program at ESC include: seniors enrolled in the articulation program will have at least one opportunity each semester to visit the ESC campus and take part in classes with freshmen; LINK students may use the college library to study and to research topics of interest; and LINK seniors are welcome to attend lectures and social events at the College.

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RHODE ISLAND COLLEGE

Early Enrollment Program
Reference Number: 96

Addressing the problem of decreasing academic motivation among college-bound students during the senior year, Rhode Island College's Dean of Education, James D. Turley decided to introduce a partnership program based on Syracuse University's Project Advance. As of the 1983-84 school year, 700 students from 26 high schools were enrolled in Rhode Island College's (RIC) Early Enrollment Program (EEP).

As with Project Advance, EEP courses are taught by carefully selected high school faculty whose credentials and teaching expertise have been evaluated by RIC faculty members and who are subsequently designated RIC adjunct faculty instructors. The courses are monitored by RIC faculty and administrative staff to insure that the standards are identical to those for the same courses taught on campus. EEP offers introductory courses in anthropology, art, chemistry, economics, English, modern languages, geography, history, mathematics, and political science.

RIC faculty liaisons maintain contact with high school teachers through personal on-site visits, telephone calls, and informal conversations at professional meetings. Two yearly events bring instructors together with faculty. All participants, including the principals of participating schools, attend a fall workshop. Group meetings are scheduled, according to academic discipline, for instructor exchange of information on methods, materials, and student achievement. At a second meeting in the spring, adjunct faculty members meet with

the RIC liaisons to assess the preceding year's program and to plan for the next year.

Students who have successfully completed the secondary school curriculum through the eleventh grade are eligible to participate in EEP. Under special circumstances, some high school juniors are permitted to enter the program. In general, the selection of students is left to the discretion of the high school teachers and guidance staff.

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TALLAHASSEE COMMUNITY COLLEGE

State Dual Enrollment Program for High School Students
Reference Number: 88

Cooperative agreements between Tallahassee Community College and local school districts provide dual enrollment opportunities for selected secondary school students through this state-wide program. To qualify, the students must be enrolled in a high school with which a cooperative agreement has been made. Students must certify their intent to pursue a college degree, meet the requirements for dual enrollment established by the school board, Community College, and the Florida Legislature, obtain the written consent of the school principal, and sign a reimbursement request.

The community colleges are responsible for hiring qualified instructors, keeping records of the academic progress of each student, and for counseling students on current college requirements and the use of dual-enrollment credits at the college level. Courses provided by the college and taught at the high school include college-level English, science, and social studies. Monitoring and coordinating implementation of guidelines are the responsibility of the school board's Assistant Superintendent for Instructional Services and the Community College's Assistant Dean of Instruction.

Individual differences in cooperative agreements can be made between school districts and the Community College. For example, the Wakulla County School specified that Tallahassee Community College should conduct dual enrollment courses at the high school following the high school calendar and employing high school teachers as adjunct college instructors whenever possible. In another agreement, the School Board of Leon County took the responsibility to inform students and parents of the availability of the Dual Enrollment Program, program requirements, and courses currently offered.

The college credit earned is held in "escrow" and becomes "official" college credit when evidence of high school graduation is presented.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

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Tyler Junior College	115
University of Akron	90
University of Cincinnati, Raymond Walters College	100
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MINORITY, DISADVANTAGED, AND "AT RISK" STUDENTS

Introduction

The energies of the many collaboratives that focus on the educational needs of minorities and those students deemed to be "at risk," seems to be well warranted. As Ernest Boyer of the Carnegie Foundation observes, ". . . the demography is rather sobering. We are going to be increasing the number of minority students in the public schools. These are the young people who have historically not been well served by public education. If our failure rate among these students persists, we're going to see continuing economic and social failure." Programs have been developed to address thinking, problem solving, and study skills; to provide better counseling, remedial assistance, and realistic job experiences to improve attitudes about work; and to improve the diagnostic and screening procedures used by schools to insure early identification of youngsters in need of special assistance. Of particular interest are those collaboratives that employ a variety of rewards and incentives to encourage students to elect and successfully complete the necessary academic subjects that will allow them to pursue the widest range of career options, an especially important concern in the mathematical, science, and technical fields. The range of creative approaches and the commitment of educational institutions, government and funding agencies, and the business community in addressing these concerns is impressive. A rich selection of examples follows.

UNIVERSITY OF SOUTHERN CALIFORNIA

Mathematics, Engineering, Science Achievement (MESA)
Reference Number: 281

The MESA idea began to take form in 1968 when a group of university professors, secondary school teachers, students, and other professionals shared their concern about the small proportion of engineers (2.8 percent) from under-represented ethnic groups that constitute 15 percent of the nation's population. Recognizing that preparation for science-related careers should begin in the early years of high school, MESA founders designed a program that would encourage minority students to take the college-preparatory courses necessary to major in mathematics, engineering, and the physical sciences at the university level.

The MESA office, headquartered at the Lawrence Hall of Science, University of California, Berkeley, has overall responsibility for the state-wide MESA "Pre-College Program." MESA "Pre-College Centers" are affiliated with universities that have strong engineering and physical science departments. Each of the 16 Pre-College Centers works with nearby senior high schools and serves from 100 to 400 students.

The MESA Pre-College Program provides participating students with six major activities designed to enrich their educational programs.

1) Tutoring: Professionals, college students, and/or MESA precollege students who have excelled in their coursework tutor students to help them understand mathematical and scientific concepts and maintain high grade point averages.
2) Independent study groups: Organized and supervised bv MESA advisors, study groups provide a support environment for effective learning.
3) Academic, university, and career advising: Special counseling helps students select a high school program, choose a university to attend, complete university application forms, and write a resume. Speakers from a variety of engineering and technical fields provide practical information about career opportunities.
4) Field trips: Students visit industrial plants, research centers, universities, engineering firms, computer centers, and other sites where technical professionals are employed.
5) Summer enrichment and employment programs: Students are encouraged to participate in enrichment programs in mathematics and science during the summers following grades nine through eleven. Meaningful summer positions are available to selected MESA students after their junior and/or senior years.
6) "Scholarship Incentive Award:" Students who maintain a B-plus average in advanced-level college preparatory mathematics, science, and English courses can earn scholarship support while still in high school.

More than 90 percent of MESA Pre-College Program graduates have gone on to study at colleges and universities. Of this group, more than two-thirds have chosen majors in related technical fields.

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JOHNS HOPKINS UNIVERSITY

Johns Hopkins University/Dunbar High School Health Professions Program Reference Number: 282

The Johns Hopkins/Dunbar Health Professions Program was established in response to a national concern about minority representation in the health professions. Its stated purpose is to prepare minority high school students for access to higher education and for careers in the health professions. In its first year, the Hopkins/Dunbar Program selected 75 current eighth graders to be admitted to the 1986-87 Freshman class. A similar group will be added each year with an expectation to enroll 300 by 1990.

The program's primary activity is the "Pre-High School Summer Scholars Program" which is an academic and cultural enrichment

program for students, faculty, and parents. There are four components of the program:

1) "Student Development Component" in which 50-75 pre-high school freshmen are involved in a six-week program consisting of one course in math, one in science, one small group seminar in problem solving and study skills, one small group seminar in health careers and health science orientation and cultural enrichment activities.
2) The "Curriculum Development Component," which involves faculty from the high school, University, and the Hospital in a structured faculty-development program.
3) The "Community-Family Involvement Component," which includes parents, counselors, students, and mental health educators. The format is structured workshop sessions held twice a week during the summer for parents and student participants. Workshops cover topics such as "career awareness," "mental health awareness," and "school and parent relations."
4) The "Research and Evaluation" component is for the purpose of evaluating the effects of the program and to provide evaluation summaries to the elementary and middle school for program improvement as well as to disseminate information through reports, publications, and conferences to potential users and professionals nationwide.

Throughout the year a regular academic year program is provided with enriched in-school learning experiences. Each year the curriculum for the next grade is redesigned by teams consisting of faculty from the high school, the University, the Hospital, and the School of Public Health. Workshops focusing on increasing the knowledge and awareness of parents as to their role in the educational process continue. Seniors in the college preparatory programs have the chance to go out "on-site" four mornings a week to various hospitals and other health related facilities where they observe and work with health professionals.

The Hopkins/Dunbar program reports that the on-site work, the science, math, and health-related instruction, and ongoing counseling and advising, help prepare students for continued study at the college level and give them a great start on their careers. A Dunbar student says, "So far, it's inspired me more because I really like the setting. I like helping people—especially kids. When my friends ask me about Dunbar, I tell them that if they would like to enter the health profession, Dunbar is where it's at. It's the place to be."

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LAGUARDIA COMMUNITY COLLEGE

Middle College High School
Reference Number: 1078

Middle College opened in 1974 on the campus of LaGuardia Community College as New York City's first collaborative high school-college program for "high risk" students who find it difficult to succeed in a traditional high school. Students are referred by guidance counselors in local junior high schools.

The goals of Middle College are: to reduce the dropout rate by improving students' academic performance; to improve students' self concept; and to enhance college and career options by helping students reach their full potential. The high school-college collaborative is a model that encourages potential dropouts to succeed through three major supports: visible peer models, small classes, and enriched academic and support services. The internship program, patterned after the college's cooperative education program, promotes student success, relates school to work opportunities, and therefore develops motivation and a sense of purpose. The atmosphere of the school encourages both freedom and responsibility. Being on a college campus, with access to its facilities, also has a positive influence.

Despite the "high risk" nature of the student body totaling approximately 460 students, about 85 percent graduate; of these, 75 percent go on to college at LaGuardia or elsewhere. Six major national citations: The Carnegie Foundation for the Advancement of Teaching (*High School: A Report on Secondary Education in America, 1983*), The National Commission on Excellence in Education of the United States Department of Education (*A Nation at Risk: The Imperative for Educational Reform, 1983*). The Council for the Advancement and Support of Education (CASE Award) and the Rockefeller Foundation (*Review of Intervention in the Field of Prevention of Adolescent Pregnancy, 1983*), and the National Association of Secondary School Principals have recognized the excellence of Middle College. Gene Maeroff cited it as "one of the best examples of a high school and a college merging their efforts." Recently, the Ford Foundation awarded LaGuardia Community College $276,100 to replicate the Middle College model at six sites nationwide.

Encouraged by the success of the Middle College, a second model was recently developed—an International High School. Using the same structural model of tenth through twelfth grades integrated with the College facilities, the new high school recruits students with limited English proficiency who have been in this country for four years or less.

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QUEENS COLLEGE-CUNY

Louis Armstrong Middle School-Queens College
Reference Number: 825

Queens College, through the Queens College Center for the Improvement of Education, has developed collaborative partnerships with the Louis Armstrong Middle School and New York City Community School Board Districts 26, 27, and 29.

The initial program began in 1979 as Queens College and the School Board planned and implemented the opening of a new magnet school, the Louis Armstrong Middle School (IS 227) serving students in grades 5-8. The collaboration entails daily interactions including family counseling, college support to school administration, preservice teacher training, an innovative internship program, community services, college faculty developing curriculum projects in the school, shared planning, and research projects. The collaboration also conducts a lecture series for senior citizens and a community

mentorship program in which students are assigned to work-study programs from LaGuardia Airport to the office of local legislators.

"Project In Charge" (PIC), an early dropout prevention program, is an example of the type of collaboration between IS 227 and Queens College Department of Counselor Education. This is the first program in New York City directed towards middle school students. PIC is based on four concepts: 1) Remedial and homework help is needed so students do not fall behind in their work, become overwhelmed, and give up. 2) Group counseling should be employed to combat pupils' feeling of lack of competence and/or inability to control the events in their lives. 3) Job-like experiences will help pupils begin to acquire realistic attitudes about work. 4) Parent workshops should be initiated to help parents, especially single parents, cope better amidst all the pressures of their daily lives. The final program design included all four principles.

The main focus of the College's efforts in District 26 has involved the formation of subschools within two of the junior highs in the area. The overall goal here is similar to that at IS 227. We are attempting to experiment with structures that decrease the impersonal atmosphere and feelings of anonymity so common to many junior high schools.

The Center is also working in two elementary schools where interns have been assigned to staff a computer center, a center for publications, and a broad program in fine arts. The equipment for these activities has been purchased through the collaboration; college staff serve as support for interns working in the schools.

Currently, the demand for teachers in New York City is compelling the New York City Board of Education to hire many individuals who have no prior training as teachers. While internship programs and preservice teacher training at the schools help to allievate this problem, the Center for the Improvement of Education is looking for other ways the College might interact with experienced mentor teachers and school supervisors to create an effective design for supporting new teachers in their initial two years. The intent is to maintain a continuing dialogue between the college staff, new teachers, and personnel in the schools that will form a supportive network.

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UNIVERSITY OF WISCONSIN-PARKSIDE

Creating Higher Aspirations and Motivations Program (CHAMP)
Reference Number: 285

CHAMP is designed to encourage minority youth in the ninth through twelfth grades to stay in high school and to take courses and develop attitudes which will prepare them to be successful in postsecondary education. Specifically, it was created to address problems of minority students, including high dropout rates, low enrollment in more difficult college preparatory courses, low-level performance in math, science, and English, and low retention rates at the university level.

Two-day January workshops and six-week summer sessions with a curriculum concentrating on thinking and problem solving form the core of the CHAMP program. Each year in January, the University of Wisconsin-Parkside sponsors a two-day workshop for eighth graders on the University campus. The eligible students are identified through previous testing programs of the Racine and Kenosha Unified schools. Stanine scores, grade point averages, and attendance records are used to select students. In addition to preparing students to choose appropriate high school classes, the January workshops also serve as an introduction to CHAMP. The purpose is to orient students to the nature of postsecondary education, help students recognize the connection between high school and college courses, and to encourage students to enroll in the upper-level courses in ninth through twelfth grade.

Applicants who have been evaluated on the basis of their academic and personal record are recruited for the six-week summer session. Successful students are invited back to the summer program each year or they are encouraged to attend another summer program offered in the University of Wisconsin System (e.g., University of Wisconsin-Madison's "Pre-Collegiate Minority Engineering Program.") Emphasis of the summer program is on thinking and problem solving techniques in all classes. Classes include algebra, trigonometry, biology, physics, English, and computers.

The University of Wisconsin-Parkside reports that there are several important factors which have contributed to CHAMP's success. The high level of institutional support from both University and Unified School District administrators, coupled with the commitment of the staff involved with all stages of the programs, are critically important. The wide involvement of minority community leaders, especially in churches and service organizations, has helped publicize the program and build support within the minority community. Another factor in the program's success is that students are told at the outset what will be expected of them; those unable or unwilling to meet specified requirements are dropped. Planned initiatives are: increased outreach to Hispanics; program evaluation (i.e., success rates); increased parental involvement; and a November "Leadership Workshop." Finally, extensive and continuing follow-up activities involving students, parents, and counselors have reinforced the program's goals and maintained a high level of interest.

CHAMP was cited in the National Institute of Education's *Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Post-Secondary Education*, Vol. I, December, 1983.

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UNIVERSITY OF ALABAMA

Biomedical Sciences Preparation Program (BioPrep)
Reference Number: 283

The BioPrep program is designed to address the characteristic shortage of physicians and other health providers in rural areas. The University of Alabama's College of Community Health Sciences established the program in 1982 to address these problems in Alabama, whose rural areas are even more lacking in health personnel and are comparatively poorer, less well-educated, and less healthy as measured by standard health and socio-economic indicators, than those of other states. An experimental program, its purpose has been to develop bright, rural, socio-economically disadvantaged Alabama

high school students academically and socially so that they will be both motivated and able to achieve admission to college, and, once there, to be able to progress successfully, specifically in medical, health professional, or biomedical science curricula. At the same time, the project aims to nourish in its participating students a desire to return to rural areas in Alabama to establish their professional careers.

Toward this end, the BioPrep program has established the following goals for the participating high school students: 1) to develop academic competencies in mathematics, science, and oral and written communication needed for successful admission to and matriculation in an undergraduate curriculum directed toward the biomedical sciences; 2) understand the nature and elements of the health care system and the professional roles that exist within it; and 3) appreciate rural living and the rural environment and recognize the important role of a health care provider practicing in a rural setting.

Participant selection procedures include objective measures such as testing, and subjective measures, specifically principal, teacher, and counselor recommendations. After having been selected in the eighth grade, project students have participated in specially designed accelerated curricula and complementary activities that began in the ninth grade. This accelerated academic program has been conducted during regular school hours, in a block time arrangement to provide flexibility, and has also included directed and independent study, tutorials, and significant laboratory work. Field placements and bimonthly special sessions on the University of Alabama campus, at area health care facilities, and in local rural settings, and full-time summer programs have provided additional education experiences as well as the means for acculturating project students to the health professions, the university, and the rural environment.

Central to the program have been collaborative relationships between rural school teachers and University faculty, staff, and students. These relationships have focused primarily on preparing the teachers to teach the accelerated curricula and special activities of the program. Teachers have also attended summer workshops, for which they get graduate credit from the University, and periodic in-service training. In between the in-service training, the project staff visits teachers in the schools biweekly for consultation and assistance. In conjunction with these activities has been a set of initiatives aimed at renovating classroom and laboratory facilities and securing the equipment and materials needed to enable the teachers to effectively implement the BioPrep curriculum.

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THE COLLEGE OF WOOSTER

Wooster-Cleveland Academic Enrichment Program in Science, Math, and Computer Science
Reference Number: 220

The College of Wooster and four Cleveland high schools are working together to provide more opportunities for minorities in science, mathematics, and technology. The Wooster-Cleveland Academic Enrichment Program in Science, Math, and Computer Science offers Wooster the chance to expand its efforts in addressing the often-discussed need for assistance in upgrading programs in science and math education on secondary schools, particularly inner-city schools. The Wooster-Cleveland program has three components: the Scholar-in-Residence program, the summer camps, and the instrumentation workshops.

In the Scholar-in-Residence Program, six College of Wooster math and science faculty members visit the four participating high schools and teach five to six classes a day for a week. The purpose of the Program is to enhance the quality of education for inner-city schools and enrich the curricular resources for teachers in the public schools. The Program gives the Wooster faculty members a better understanding of the capabilities, interests, and motivations of these students.

A second aspect of the Program involves scholarship support provided for student participants in the science, math, and computer science summer camps at Wooster. Three two-week programs introduce high school students to a variety of challenging problems and methods in science and math. These academic summer camps are staffed by Wooster faculty.

The third component, the instrumentation workshop, is best described in an article written by Theodore Williams, chairman of The College of Wooster Chemistry Department, entitled "College Visitation Program" published in the April 1986 *Journal of Chemical Education* (V.63, p.338).

> Since 1979, high school teachers . . . have brought their students to visit The College of Wooster Chemistry Department to learn about instruments . . . Before each visit, the high school teacher distributes information about the various instruments to be demonstrated. These handouts give the teacher and students a simplified idea of how the instruments function.
>
> After a 15-minute introduction . . . a problem is posed for the group. Our favorite problem is to have students ascertain whether 'liquid paper' thinner is poisonous. The students are told that their 2-year-old brother or sister has swallowed this material and they are to try to gain as much information as possible concerning this commercial product. Analysis time and accuracy are clearly important in solving this problem. Over the course of the program, we have chosen to give the students such a problem to solve instead of conducting a simple 'show and tell' of the instruments because this approach is markedly more intriguing to them.

This partnership was initiated in 1979 and has been supported by The Cleveland Foundation, The Martha Holden Jennings Foundation, The George Gund Foundation, and The Treu-Mart Fund. The present project has expanded to more schools and focuses on science and math. It is currently funded by the Standard Oil Company.

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UNIVERSITY OF MICHIGAN-FLINT

Flint Summer Academy of Music
Reference Number: 201

The Summer Academy of Music was developed in response to a perceived need for musical enrichment in the lives of inner-city Flint students. Two fundamental tenets of the Academy project are that: music is an enriching factor in the lives of all people; and children thrive in an atmosphere of excellence and high expectation. The University of Michigan-Flint's (UM-Flint) goal is to reach out to the students who are either not aware of, or cannot afford, the experience of attending well-known music camps. Another goal has been to prove that these students, who may be in a socio-economically deprived setting, can achieve excellence in musical performance.

The first Academy was held in 1983 with a faculty of seven and a student body of 100 Flint Community Schools fifth and sixth graders. Since that time, the Academy has grown to include a "Senior Academy of Music" for ninth through twelfth-grade students. Although both academies center around a choral performing group, the Academy seeks to build musicianship through daily classes in sight reading, keyboard skills, vocal techniques, and movement. In the fall of 1984 the academy was expanded to include a "year-a-round" academic chorus meeting once a week for an hour-and-a-half.

In the fall of 1985, yet another outreach and extension of the Summer Academy was instituted. In October, 36 Flint area high school students came to the UM-Flint campus for a nine-week, two-hours-per-week course in vocal musicianship. The two hours were divided into three 40-minute segments: 1) vocal techniques; 2) sight-singing; and 3) keyboard. UM-Flint's goal was to allow the same continuity of instruction for the high school students that they have given the elementary students through the Fall and Winter Academy Children's Chorus.

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UNIVERSITY OF RHODE ISLAND

University of Rhode Island/Providence School Department Partnership Program
Reference Number: 845

The Partnership Program began almost a decade ago when the Urban Field Center, an outreach agency of the University's Graduate Curriculum in Community Planning and Area Development, collaborated with the Providence School Department to create four magnet programs for the city's secondary schools. The Programs are designed to enhance educational opportunities for inner-city public school students, particularly low income or minority youth, thereby increasing individual potential for continuing into postsecondary educational opportunities, training programs, or career ladder positions. These programs began in the fall of 1978.

The University acts as a link and facilitator among the schools, the community, and the business community. Under the direction of the school principals, the Partnership staff conducts a variety of in-school and out-of-school activities for students including: professional internships for students; field trips; a college admissions workshop; and the development of a career counseling file. Programs offered in the summer include a Summer Program, which emphasizes mathematics and how it is used in a variety of sciences and engineering professions; and Project Discovery, which gives fifth and sixth graders an opportunity to improve math and science skills. During the current academic year the Partnership staff will be piloting a program for Southeast Asian immigrant Providence Public School students, with the participation and advice of their parents and their respective community leaders.

The Partnership has always been funded by a consortium of public and private institutions. Direct funding currently comes from the Providence School Department (Chapter II funds), Citizens Bank, the Office of the Vice President of the University, the National Association of State Universities and Land-Grant Colleges, the Ford Foundation, the Rhode Island Foundation, the Genesis Foundation, the State Department of Education, Office of Civil Rights in Education, and the United States Department of Education. The University and the Providence Public Schools both provide direct funding and in-kind support; the Rhode Island State Department of Education provides infrastructure support.

The University of Rhode Island/Providence School Department Partnership Program is a recent winner of the Council for the Advancement and Support of Education (CASE) grand prize as one of the five best university-school partnerships in the United States. In addition, the Partnership has recently been named as a member of the National Urban University/Urban School Collaborative, a project of the Urban Division of the National Association of State Universities and Land-Grant Colleges.

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STATE UNIVERSITY OF NEW YORK COLLEGE AT NEW PALTZ

Science and Technology Entry Program (STEP)
Reference Number: 758

Having established that relatively few minority young people seek and enter science, mathematics, engineering, and related high-technology, technical, health, and health-related fields, the STEP program was established. It is designed for selected ninth and tenth grade "at grade level" minority and low income students from secondary schools in the Mid-Hudson region. The purpose of the program is to encourage these students to study mathematics and science in high school, and to motivate them to commit themselves to a special program of mathematics, science, and enrichment activities. The goal of the program is to have these students matriculate in college with a designated major leading toward a scientific, technical, health, or health-allied profession.

Guided by an instructional team of college and high school mathematics and science teachers, the STEP program uses SUNY-New Paltz resources to provide on-campus instruction and off-campus site visits for participants over a period of seven Saturdays during the academic year. During the summer, a course in "Computer

Programming with Applications to Science and Mathematics" is offered to the ninth grade participants. Students who were successful as ninth graders and who continue to be at grade level in science and mathematics are invited to continue in the program as tenth graders. A cycle is generated in this way that will continue until students are in the twelfth grade with tenth- and eleventh-grade students participating in other summer courses in mathematics. Throughout the year, tutors are available to assist students who are having difficulty with various aspects of the program. The STEP program works with local industries to offer employment opportunities to twelfth-grade students during the summer following high school graduation.

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CALIFORNIA STATE UNIVERSITY-NORTHRIDGE

An Academic Partnership in Reading in Junior and Senior High Schools
Reference Number: 756

The focus of the California Academic Partnership Program (CAPP) is to enhance social studies, English/ESL, science, and mathematics curricula through teaching strategies designed to implement the reading of texts. California State University-Northridge (CSUN) faculty act as resource specialists to develop in-service training in a cooperative effort with school districts. In an initial project, CSUN and secondary school faculty developed videotapes, study skills manuals, and a communications folder as staff development/in-service tools. The videotapes show actual student-teacher interaction with all the normal classroom distractions and interruptions. The tapes will be used with other faculty and in the Teacher Preparation Program at CSUN. The Manual, entitled "Learning From Text: A Manual for Introducing Study Skills in the Classroom," includes sections on time management, introduction of the textbook, notetaking, and many individual student response sheets for each section. The communications folder, developed for students, is to remind students about aspects of the study skills manual. Content of the folder focuses on tracking time, "friendly formulas," vocabulary tips, test-taking tips, and how to take notes.

Students selected for the initial project were those who should be going on to college, but did not because of lack of academic skills. Teaching strategies were designed to draw on these students' background knowledge about a subject and to engender interest in it.

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THE UNIVERSITY OF MICHIGAN-DEARBORN

Detroit Public Schools Incentive Scholarship Program
Reference Number: 755

Detroit-area students with exemplary performance in Detroit's public elementary and middle schools are eligible for the University of Michigan-Dearborn's (UM-D) Incentive Scholarship Program. After completing a college preparatory curriculum and maintaining a B average while in high school, eligible students are awarded a four-year scholarship at UM-D covering full tuition and fees. The Program provides students with a UM-D faculty mentor to supplement guidance provided by the high school counselor. The mentor monitors the student's compliance with the terms of the scholarship and provides counseling and educational support. To participate in the Program, students and their parents must sign an agreement in which students agree to make an effort to meet the performance standards of the scholarship throughout the student's high school career.

It is believed that the scholarship incentive will encourage student participants to reach their full potential in high school. In addition, with the assurance that college tuition will be paid, students have the time and freedom to assume a leadership role in their school and the community. Since this program is only a year old, there has been no opportunity as yet to evaluate this goal.

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WABASH COLLEGE

The Wabash College Bridge Program
Reference Number: 378

Since 1981, Wabash College and the Indianapolis Public Schools have cooperated to provide the Bridge Program at Cripus Attucks High School. Cripus Attucks was designated as the target school for the Bridge Program because it has a predominantly black population with the least number of students going on to become college graduates in the city of Indianapolis. Wabash College decided to try to find out what could be done about increasing the number of students from Attucks going to college.

The purposes of the Bridge Program are: 1) to increase the number of college applicants from Attucks; 2) to work with Attucks students early enough to get them to make the right course choices so that they may have the grades, motivation, and academic foundation to support their college application; 3) to give the students, high school faculty, and parents support in order to expose them to the idea of what college means; and 4) to provide enrichment and cultural experiences so that students will feel more attuned to their peers once they arrive at college.

At present there are 80 students participating in the Bridge Program; between 16 and 21 in each of the four high school classes. They are selected in junior high school on the basis of grades, test scores, and teacher recommendations. Through the Bridge Program, students go through a four-year college prep curriculum, make at least five field trips a year together to Wabash College and to other Indiana Colleges, and take enrichment visits around Indianapolis.

As a result of the Bridge Program, Cripus Attucks reversed the trend of declining minority enrollment in higher education with the first graduating Bridge class. College acceptances jumped from approximately 20 percent of the graduating seniors in 1981 to 30 percent in 1985. All 20 Bridge seniors were accepted at colleges in Indiana and as far away as Howard, Harvard, and Ohio State.

The Bridge Program has recently moved to George Washington High School in Indianapolis.

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CLEVELAND STATE UNIVERSITY

Cleveland Alternative Education Program
Reference Number: 284

The Cleveland Alternative Education Program (CAEP) is offered by Cleveland State University (CSU), in conjunction with the Ohio Department of Youth Services, the Cuyahoga County Juvenile Court, and the Board of County Commissioners. Youths 13-18 years of age having contact with the juvenile justice system who are not attending school, do not fit into available programs, and do not exhibit behaviors of reentering the mainstream of viable living may be referred to CAEP. All referred students are accepted either for full-time alternative school placement or for tutoring. Each semester, 85 young people are accepted into CAEP; serious offenders as well as truants are included.

At present, four certified teachers in a self-contained classroom provide these young people with a basic education in math and reading as well as the required academic content (as determined by state and local guidelines) in English, reading, math, and history classes. One teacher serves as a liaison between CAEP and the students' schools. Attendance and grades for each student are sent to the school where the students' records are maintained. Students return to their parent schools at the conclusion of the semester, year, or other period of time spent at CAEP. A recently hired full-time Job Coordinator teaches basic typing and computer skills to the students and coordinates a "classroom-life skills" program.

Regular field placement students from CSU provide additional help for CAEP students. Additionally, CSU's College of Education has used CAEP as a source for field observation and has provided input at CAEP, or permitted students to work at the program on an individual basis.

As part of the program, 200-400 teenagers are tutored part-time each year by the Senior Citizen Tutorial component. Tutors provide additional educational support to underachievers still attending their own schools.

In 1985, the American Association of State Colleges and Universities selected CAEP as winner of the Theodore Mitau Award for Innovation and Change in Higher Education, from among six nominations.

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HOPE COLLEGE

Upward Bound
Reference Number: 280

The United States Office of Economic Opportunity first began supporting Upward Bound programs in the summer of 1966. Guidelines for 1968-69 Upward Bound programs describe the typical student as "a young person with academic potential who because of his poverty background has not had the motivation or preparation to use or demonstrate this potential." The kinds of experience provided by each sponsoring postsecondary institution varies, but generally Upward Bound includes: a six- to eight-week on-campus summer program and a follow-up phase during the academic year in which gains made in the summer are consolidated through after-school tutoring and weekend sessions.

The Upward Bound program of Hope College provides a six-week summer residential program consisting of daily classes that meet from 8:00 a.m. to 12:30 p.m. In the afternoon, students attend the "Access to Career Experience Program" where students learn a variety of job-related skills and participate in an internship program involving community businesses and agencies. Elective classes and recreational and cultural activities are planned for the evenings. High school students are selected from six target schools in the surrounding counties.

Throughout the academic year Hope College provides two-and-one-half hour tutoring sessions two nights per week. Students attend one Saturday session per month to hear speakers and address a variety of issues and concerns pertaining to today's youth.

Hope College has reported a high rate of success, with 91.7 percent of their Upward Bound students enrolled in college over the last three years.

(See also Trinity University, Upward Bound, next abstract.)

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TRINITY UNIVERSITY (TX)

Upward Bound
Reference Number: 275

The Upward Bound program located in the Education Department on the campus of Trinity University involves 26 eighth graders and 50 high school students with college potential who come from economically or culturally disadvantaged backgrounds. It is designed to assist these students from Edgewood and Harlandale School Districts in pursuing a postsecondary education through enhancement of academic and social skills and cultural enrichment. The program is divided into two major parts:

1) The "Academic Year Program" is made up of instruction through 20 Saturday workshops, tutors, counselors, and field trips. Field trips and cultural events are provided to enhance development and increase motivation of the participants. The counseling and guidance portion of the program is concerned with needs assessments for the participants and making plans for meeting those needs.
2) Two summer programs: The five-week "Regular Summer Program" provides skill development, cultural enrichment and counseling, and a recreational program; The "Bridge Summer Residential Program," a seven-week program for graduated seniors to experience the Trinity campus and college courses. An "Academic Bowl," which brings Upward Bound students from across the state to compete in academic areas and engage in sporting events is one of the highlights of the summer programs. Each year a different university hosts the "Academic Bowl" events.

In order for students to be participants in Upward Bound, they must first obtain district, school, and parental approval as well as be identified and selected for the program. Basis for selection and approval include demonstrated college potential, a low income or first generation college eligibility, and an academic or social need for Upward Bound's assistance. Upward Bound receives its funding from the United States Department of Education, Trinity University, and Southwestern Bell Telephone Company.

Trinity undergraduate students serve as tutors, residential assistants, and recreational instructors for the Upward Bound students. Counseling is provided by graduate students in the school psychology program. Trinity professors serve as summer instructors and as guest lecturers for a Career Orientation course. Upward Bound students have access to Trinity's library, recreational facilities, and cultural events presented on campus. (See also Hope College, Upward Bound, previous item.)

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MILWAUKEE AREA TECHNICAL COLLEGE

Project Second Chance
Reference Number: 273

Project Second Chance is designed to meet the needs of urban dropouts between 16 and 18 years old. Formed jointly between the Milwaukee Area Technical College (MATC) and the Milwaukee Public Schools, the program's main purpose is to return high school "non-completes" to formal learning situations. The educational options available to the returning student include the full range of offerings at MATC, including adult vocational courses, the Adult High School, general education development, basic education, remedial education, rehabilitative services, guidance services, and career counseling. Also available to the students are the full facilities of the Milwaukee Public Schools as well as academic instruction offered at community-based organizations.

Other goals of the program are the development of a dropout intervention process; the development of cooperative agreements between the educational agencies involved to facilitate student reenrollment; and the procurement of full- or part-time employment for the students.

One outstanding feature of this program is the necessary linkage developed between the educational institutions and community-based organizations, social agencies, and units of the criminal justice system. Furthermore, there is a job placement service and an outreach service available at MATC linking students with a network of employers.

MATC reports that the project has been responsible for changing the lives of school dropouts. It has introduced students to career opportunities that previously were not available to them. Overall, the College maintains the project is beneficial, both educationally and economically, to individual participants and to the Milwaukee Metropolitan Area.

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Project Administrator
Project Second Chance
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NORTHERN ARIZONA UNIVERSITY

Tuba City High School Bio-Prep Program
Reference Number: 272

The Bio-Prep Program was begun in order to provide a richer, more rigorous curriculum for Native American students who have an interest in and aptitude for the sciences. Prior to the 1985 implementation year, Tuba City High School faculty collaborated with Northern Arizona University faculty to plan a "hands-on" science curriculum that includes: "Introduction to Physics" (freshmen); "Biological Chemistry" (sophomores); "Physics" (juniors); and "Case Study Anatomy-Physiology" (seniors). The new science curriculum is integrated with a mathematics and language arts program which includes five courses in math and two years of a foreign language. In addition there are other activities supplemental to the course of study. For example, Bio-Prep students are provided with opportunities to have "off-reservation" experiences such as visiting anthropological and geological points of interest throughout the state.

According to Northern Arizona University, in order for Native Americans from the reservation in Northern Arizona to succeed in college, it is necessary that they have a grasp of the cultural changes they will encounter away from the reservation. In this regard it is critical that a support group be established. For this reason a Bio-Prep counselor is on staff to provide a thorough service to the students.

Historically, the attrition rate of Native Americans has been high. It is expected that the contact and support system of the Bio-Prep program will alleviate the alienation that Native Americans sometimes experience.

Currently, 35 freshmen and 65 sophomores on the Navajo Reservation are participating in the program.

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WINTHROP COLLEGE

Governor's Remediation Initiative
Reference Number: 240

In 1984, the Governor's Office in South Carolina committed substantial resources to implement computer-assisted instruction in mathematics and reading in high schools throughout South Carolina. The students to be served traditionally had not had access to computers. These students, all of whom had scored below standard or in the bottom quartile on standardized tests, had not fared well with traditional instructional methods.

There are currently 114 computer-enhanced math labs in 99 high schools in South Carolina (as well as 55 computer-enhanced reading labs in 55 high schools). During 1985, 102 high schools were networked together using a mainframe, modems, and microcomputers. Each school gets same-day response to any question sent to Winthrop College via modem. Teachers can communicate with each other as well. During the first two months of operation, there were 1,182 calls logged; approximately one-third of the calls were to Winthrop.

All of the teachers working in the labs were given two weeks of intensive training during the summer before establishing the labs at their respective schools. Winthrop provides teacher training which addresses the organization of the lab, the management of the students' progress, and the use of both computers and electronic communication.

Winthrop College reports that the benefits of the partnership among Winthrop College, the technical colleges in South Carolina, and 102 public high schools are twofold: the standardized test scores of more than 8,000 remedial students have increased dramatically; and the teacher turnover in a critical area (remedial mathematics) has been substantially reduced.

Future plans for the state-wide program include software evaluations, expansion of the number of labs, extension and support of the existing electronic communications network, and curriculum revision and development projects.

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UNIVERSITY OF KENTUCKY

Superintendent's Occupational and Academic Retreat (SOAR)
Reference Number: 212

The University of Kentucky hosted the 1986 SOAR Program because of its commitment to work with the State Department of Education in addressing the state-wide dropout problem. Soar involved 76 economically disadvantaged 14- and 15-year-old students from eight Northern Kentucky counties who were identified as potential high school dropouts; the students came to the University of Kentucky and were totally immersed in an eight-and-one-half-week residential work/study program. During this time students received academic instruction from Kentucky-certified high school teachers, thus having the opportunity to earn one unit of high school credit in English or math. Along with credit classes, students attended career awareness, study skills, and computer literacy workshops as well as various elective classes such as judo, theater, dance, and calligraphy.

One-half of the students' day was spent at on-campus work sites throughout the University. Students worked for 20 hours each week, earning minimum wage. Weekend activities included both cultural and recreational excursions, which were planned in an attempt to broaden the students' education.

As many as 80 University faculty and staff members were called upon to provide support services for the implementation of this experimental program. Two-thirds of the funds for the project were provided by the Job Training Partnership Act, Department for Employment Services, and the Northern Kentucky Area Development District. The Kentucky Department of Education provided the remaining one-third of the funding.

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UNIVERSITY OF SOUTHERN CALIFORNIA

Hispanic Programs, College of Letters, Arts, and Sciences
Reference Number: 208

According to the University of Southern California Office of Hispanic Programs, College of Letters, Arts, and Sciences, there are thousands of high ability Hispanic/Latino students in the Los Angeles area with the potential to become college students. The Office of Hispanic Programs seeks to motivate these students and interest them in pursuing studies at the college level. This is done in three ways:

1) Students are given an oral presentation by full-time USC undergraduate Hispanic/Latino students about the advantages of going to college, preparing for college, financing the college years, and what college life is like.
2) A campus visit is sponsored by USC to introduce high ability Hispanic/Latino juniors and seniors to academic programs, support services, admissions procedures, and financial aid options.
3) All students who attend presentations by "Student Speakers" or who take part in the campus visits are added to the "Registry of Future Hispanic College Students" for long-term intervention. These students are periodically mailed information and motivating personalized letters, newsletters, brochures, holiday greetings, and other printed materials about college.

This program serves 120 private Catholic elementary schools (K-8), public junior high schools, private Catholic high schools (9-12), and public senior high schools in the Greater Los Angeles Area.

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ROCHESTER INSTITUTE OF TECHNOLOGY

Gannett Partnership Program
Reference Number: 207

This outreach program, originally founded by funds from the Gannett Foundation, links local minority high school students with students from the Rochester Institute of Technology (RIT), and these students with professional men and women in the community. The goals of the program include: 1) an introduction to college life for the high school students; 2) an opportunity to meet working professionals who can offer advice and support for both student groups; and 3) community service experience for the RIT students and the community professionals.

High school students in the tenth and eleventh grades who would benefit from an introduction to college life and who might be good candidates for RIT are selected for the program. These students are prepared for college life by overnight visits to campus coupled with tours, meetings with the faculty and the Financial Aid and Admissions Office staff, and introductions to other RIT service programs.

The pairing of the students and community professionals gets both groups involved in experiential activities. Students "shadow" professionals for a day, allowing them to become role models for the students. Visits to campus by the community professionals involve them in small group discussions with the students. This gives the professionals an opportunity to share their backgrounds, successes, and challenges. Community professionals may also sponsor off-campus activities, such as attending cultural events with the students.

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J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Urban Community College Transfer Opportunities Program
Reference Number: 205

The Urban Community College Transfer Opportunities Program began at J. Sargeant Reynolds Community College as part of a national pilot project funded by the Ford Foundation to increase the number of minority students transferring from community colleges to senior institutions.

The program includes a high school recruiting effort in which speakers, who are alumni of the community college, serve as role models, discussing their own experience with students in the high schools they themselves attended. The alumni speakers place particular emphasis on the need to include college preparatory courses in students' schedules, regardless of the type of high school diploma the students seek. Financial aid information is highlighted as well. Specific counselors are identified whose main purpose is to help parents and students complete necessary forms and acquire financial aid. Students are also invited to tour the downtown campus.

During each of the last two years, teams of J. Sargeant Reynolds alumni and faculty visited every public high school in the City of Richmond, speaking to a total of 992 students. Of the high school students who returned survey forms, 108 indicated they had or planned to change their schedules to include additional college preparatory courses as a result of the presentations.

In addition to recruiting minority students, the program also emphasizes retaining the minority transfer student. Counseling and providing pertinent transfer information as well as campus tours to private and public senior institutions has become an integral part of the program.

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DEPAUL UNIVERSITY

Your Part in Chicago's Economy
Reference Number: 191

Your Part in Chicago's Economy is an economic education program for families in the inner-city of Chicago. The project has one major purpose: to enable inner-city families to function more effectively in the Chicago economy by increasing their knowledge of that economy and of key economic principles and practical economic management skills. Because the program serves families living below the poverty line and primarily involves parents with at most an eighth-grade education, its specific content and objectives were chosen with concern not only for representation of significant economic concepts but also for relevance to the real experience and opportunities of people living in the inner-city.

To give the program a real base in schools, teachers from 55 schools in the early childhood program joined in two planning sessions to organize the project. At these sessions, the teachers helped identify critical economic subjects and appropriate approaches to those subjects. During the first year, at 26 schools, teachers presented five workshops, and a total of 312 parents completed all five sessions and received certificates of achievement for that accomplishment. Currently, there are seven workshops required for completion of the program. These workshops involve parents who have completed the program in previous years as group leaders and as presenters. Workshop topics range from "Your Food Dollar" to "Teaching Children About Money" to "Chicago Markets."

The DePaul School of Education reports that the program has gained an ongoing link with Chicago's inner-city parents and teachers at the early childhood level, and from this connection have come many important insights for the DePaul faculty into the needs of the Chicago inner-city schools.

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EASTERN MICHIGAN UNIVERSITY

The Urban Education Alliance
Reference Number: 1015

With Eastern Michigan University (EMU) resources and coordination, the school districts of Detroit, Flint, Lansing, Pontiac, and Saginaw have formed a consortium to cooperatively address the educational problems of the "at risk" students in the urban areas. The purpose of the alliance is to explore and implement possible solutions to the dropout and unemployment problems experienced by these students.

Some of the objectives of the Alliance are to: 1) identify potential dropouts at the elementary level; 2) develop an intensive academic improvement program in the basic skills for elementary students; 3) provide a comprehensive older student tutoring and mentoring program for younger students; 4) develop a career-oriented program within the framework of partnerships and collaborations with business and industry; 5) initiate a college and career planning placement program as an incentive to retain high-achieving students within the community; and 6) develop a year round "earn while you learn" youth employment preparation and placement program for "at risk" secondary students.

The Alliance is headed up by an Executive Director who develops program and funding proposals under the direction of a policy-making Board of Directors comprised of the five district superintendents and the president of Eastern Michigan University. The Director is assisted by a Working Group representative of the five districts and a University Advisory Committee.

EMU reports that three to five years of sustained intervention, assessment, and training will be necessary before realizing any measurable results.

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Other Non-Abstracted Programs in This Category

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GIFTED AND TALENTED STUDENTS

Introduction

The aim of some partnerships between schools, colleges and universities, business and industry, and government agencies is to help develop the full potential of youngsters identified as being gifted and talented. Some partnerships seek to strengthen the curricula and build on student experiences by helping schools offer a variety of challenging new courses. Others focus on supplementary activities, such as academic competitions, workshops, formal campus programs, and field trips. Still others try to increase students' interest in particular academic areas through internships and collaborative research projects with faculty and scientists at neighboring colleges, universities, and industrial development centers. Many also try to assist parents in better understanding the assets their children possess, as well as the problems they may face in school. Examples of programs from across the country are described below.

JOHNS HOPKINS UNIVERSITY

Center for the Advancement of Academically Talented Youth
Reference Number: 569

The Center for the Advancement of Academically Talented Youth (CTY) was established to meet the growing demand for a program for adolescent students who wished to advance according to their own individual rate of learning and level of performance.

An integral part of CTY's activities is the annual Talent Search which identifies exceptional mathematics and/or verbal reasoning abilities among seventh-grade age children. CTY believes that early identification of abilities allows teachers and counselors to help students use their talents appropriately during the remaining school years. In order to qualify to take the Scholastic Aptitude Test exam, students must rank above the 97th percentile on either the mathematical, verbal, or total composite scores of a national, school-administered test battery. From this population, about one-third of the students qualify for CTY's academic programs. Searches are conducted in the Mid-Atlantic, New England, and Western states.

The CTY program includes summer, winter, residential, and commuter courses. Sites are located at The Johns Hopkins University and at various schools and colleges in California, Pennsylvania, and New York. CTY also offers a tutorial-by-mail in Expository Writing. Although letter grades are not given for these courses, a detailed, descriptive evaluation of participant's performance is written and, where applicable, nationally-standardized content-area examinations (College Board Advanced Placement Examination) are recommended.

CTY services include: assessment and evaluation services offering a detailed assessment of a child's reasoning abilities in mathematics, verbal, and abstract reasoning tasks; counseling; a training institute for educators and parents; career education workshops; and an advisory council that includes parents and meets twice a year to review CTY policies and share ideas about CTY's activities; a pilot academic program of talent identification and preparation of elementary students; and a pilot skill reinforcement program for educationally and economically disadvantaged youth.

CTY has received international recognition for identifying and working with mathematically and verbally talented students of junior high and high school age and has been the model for at least four similar programs such as those at Duke University, Northwestern University, University of Denver, and Arizona State University.

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SOUTHEASTERN MASSACHUSETTS UNIVERSITY

The Spotlight Program of Projects for High Learning Potential
Reference Number: 1057

The Spotlight Program of Projects for High Learning Potential, formerly called "Project Excel," is an enrichment program for gifted and talented high school students. The curriculum is designed to introduce high potential tenth- and eleventh-grade students to critical thinking, artistic endeavor, and social consciousness. The primary purpose is to provide an intellectual, cultural, and social transition into college. The schedule for the Spotlight Program includes one-afternoon-a-week, after-school sessions making the program an addition, rather than a supplement, to the ongoing school curriculum.

In September, the Program opens with simultaneous orientation sessions for parents and participating students. During the 27-session program year, participating students are exposed to creative thinkers and people active in various fields, through discussion, debate, and presentation. Guest speakers are drawn from the traditional academic disciplines, the arts, political action, and from community service. After the general sessions, small group discussions are led by group leaders. These discussions permit an informal extended exploration of the various topics.

In addition to the general sessions, five-week small group mini-courses provide an alternate format to explore special topics. The mini-course topics are based on a survey of student interest, on relationships to the overall curriculum, and on the University's ability to recruit appropriate instructors. Mini-course topics in the past have included drawing, dance, marine biology, classroom behavior, and sign language. Southern Massachusetts University faculty design the overall curriculum, make presentations, and conduct workshops. The University's library, laboratories, computer capabilities, and classrooms are all drawn on for Program support.

The home high school is responsible for recruiting, screening, and selecting students. Students are selected for the Program on the basis of personal achievement, academic and intellectual excellence, school leadership, creative and artistic accomplishment, or community service. The small group discussion leaders are recruited each year from participating high school faculties. High school seniors who have participated in prior years may also be group leaders.

Other programs sponsored by Projects for High Learning Potential include a Youth Orchestra, a math-science satellite program, and several teacher training activities.

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CLARKSON UNIVERSITY

The Clarkson School
Reference Number: 1077

Motivated by a desire to provide special encouragement and opportunity for qualified high school students to enter college curriculum in the sciences and/or engineering, Clarkson University founded The Clarkson School. Each year Clarkson University selects a small group of high school students who have demonstrated excellence in their academic work (particularly students planning careers in engineering, medicine, computers, science, or other technical fields) to participate in the "Bridging the Year Program."

The Bridging Year Program offers a transition between secondary school and college. During the Program, students live at Clarkson University and enroll in college-level courses of which 30 or more hours of college credit can be earned. While completing a freshman college year, they may use the courses to satisfy high school graduation requirements at their home school. Students who satisfactorily complete the Bridging Year at The Clarkson School may continue as sophomores at Clarkson University; they may also choose to attend other colleges or universities. Since Clarkson University recognizes that participating students must adjust to college life, the Program has included: 1) careful monitoring of academic and personal progress; 2) small group living (8-9 students) in houses with live-in House Advisors; and 3) individualized help in developing study skills, and study sessions for particular courses.

Participating students are chosen on the basis of demonstrated academic ability and motivation as reflected by grades and class standing, interest and ability in science and mathematics, and high scores on Scholastic Aptitude Tests (SATs or PSATs). Before applying, students are cautioned that the program requires hard work, self discipline, maturity, and academic motivation for success in the Program.

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GREENFIELD COMMUNITY COLLEGE

Talented and Gifted Program
Reference Number: 982

The project was established and staffed in October, 1984 and is designed as a collaborative effort of Greenfield Community College and area public schools to serve the talented and gifted students of Franklin and Hampshire counties. This program functions in three broad areas: 1) developing curricula and enrichment programs for children; 2) offering seminars for teachers of participating schools; and 3) providing presentations, information, and materials for parents.

Principals, guidance counselors, and teachers are requested to identify program participants from their schools according to guidelines established to define giftedness in terms of the broad categories issued by the U.S. Office of Education: 1) general intellectual ability; 2) specific academic aptitude in one or more areas; 3) creative, productive, and/or divergent thinking; 4) leadership ability; and 5) skills in the visual and performing arts.

Workshops for students cover topics in the arts, sciences, and humanities and are taught by a staff drawn from the faculties of the five-college institutions (Amherst, Mt. Holyoke, Smith, and Hampshire Colleges, and the University of Massachusetts, see Reference Number 10), Greenfield Community College, local arts or environmental agencies, as well as from local secondary and elementary schools. Courses typically last 4-6 weeks and are intended to provide segments of a discipline, rather than covering broad or sequential stretches of content.

Seminars and workshops for teachers provide information about the nature of gifted children, appropriate curriculum development for these children, and relevant theoretical material to develop a deeper understanding of teaching the gifted. Emphasis is placed on helping teachers expand their own classroom skills and understanding.

The parent workshops are devoted to providing information that will enable parents to better understand the assets their children possess as well as the problems they may face in school. Specific workshops have focused on such topics as the nature of giftedness, the underachieving gifted student, learning styles of the gifted, identification of gifted and talented, and characteristics and needs of gifted learners.

Some areas of planned expansion include: 1) developing a two-county resource facility for teachers in general curriculum areas as well as in areas relating to music teaching; 2) creating a library of curriculum packets, music, etc.; 3) expanding on the writing workshops offered to develop a special program to foster writing skills; and 4) designing more interdisciplinary connections between offerings.

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BRANDEIS UNIVERSITY

Summer Research Apprentice Program
Reference Number: 552

The main emphasis of the Summer Research Apprentice Program is to develop the interest and opportunity for students in science. Fourteen students from across the United States take part in the Program that enables them to conduct research projects with members of the Brandeis University faculty.

Each student in the Program is teamed with a faculty member in one of the University's science departments. The faculty members define the research projects and guide student progress. Students meet together once a week to give individual seminars on the progress of their work, and at the end of the eight-week program, they are expected to write a research paper on their individual projects.

Six of the students in the 1986 Program were selected from a national pool of more that 80 applicants. Five others were selected from Newton North High School through a special Brandeis-Newton North High School Scholars Program, and the remaining students were chosen from Boston area high schools. Typical of students attending the Program is Joe Chang of Sunset, Utah who did a project on positron research.

Brandeis reports that one of the main benefits of the Program is that it gives students the opportunity to develop their scientific interest and talent outside the conformity of a classroom experience.

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MICHIGAN TECHNOLOGICAL UNIVERSITY

Women in Engineering Program
Reference Number: 557

The Women in Engineering Program (WIE) was initiated in 1973 for the purpose of introducing female high school students, who have high academic potential in the areas of science and mathematics, to careers in engineering. Since 1975, a limited number of teachers and guidance counselors have also been invited to participate in the program. As a result of attending WIE, these teachers and counselors are better equipped to advise a greater number of students who are interested in these areas.

The WIE Program follows a lecture-laboratory format. The lecturers are University faculty and/or practicing women engineers from various industries. The engineers also serve as role models for the WIE participants. The laboratory exercises are developed and taught by Michigan Technological University (MTU) faculty and staff from various engineering disciplines as well as engineering technology and bioengineering-forestry.

While learning about college life, the students also have the opportunity to attend scheduled evening sessions on financial aid, admission policies, military options, and cooperative education. In addition, there are evening events and programs on topics such as women in science and opportunities in the Peace Corp. The participants live in a University residence hall, and their counselors are MTU undergraduate women who act as resource persons as well as additional role models.

Over 600 applications are received each year from young women who would like to attend a WIE workshop. From these, 300 are selected by a committee composed of representatives from MTU faculty, administration, and staff.

MTU's ongoing evaluation process indicates that the WIE Program plays a significant role in influencing the participant's career choices with approximately one-half graduated, enrolled, or planned to enroll in an engineering curriculum. MTU concludes that by supporting this program, it is able to attract and educate a larger percentage of young women in engineering and science than most universities in this country. A benefit to the corporate sponsors is the availability of a larger pool of qualified women engineers for employment.

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UNIVERSITY OF SOUTHERN CALIFORNIA

Summer Honors Program
Reference Number: 555

The University of Southern California's (USC's) Summer Honors Program is offered as an enrichment program to high school students who have exhausted the challenges of their local schools. Each summer, 100 students nominated by their high schools come together at USC for a special three-week summer semester. The program is tuition-free and allows students to earn two units of college credit in one of five courses of instruction in fine arts, humanities, social sciences, and natural sciences. Courses are taught by USC faculty.

Students nominated for the Program must meet several criteria. Specifically, nominations must be supported by high school grades, PSAT scores, a teacher's recommendation, and a parent's signature, indicating support of and commitment to the program. Initially, counselors in each school nominate the most promising juniors in five areas of study. Schools can nominate up to ten candidates. Twenty students are accepted for each course offered.

Because the Summer Honors Program offers free tuition for students, USC limits the number of participating schools. Schools are selected in the Los Angeles area on the basis of enrollment, location, past experience, and the interest in the Summer Honors Program expressed by counselors and administrators in the schools considered.

USC reports that students benefit from the opportunity to meet, work with, and socialize with other gifted students as well as the opportunity to work with talented USC scholars and teachers, and that the USC faculty enjoys working with these highly motivated youngsters. Furthermore, valuable relationships between the University and high school personnel are established.

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KALAMAZOO COLLEGE

Academically Talented Youth Programs
Reference Number: 547

Since 1981, 30 public and non-public school districts have cooperated with Kalamazoo College and a community parent organization to provide classroom instruction for mathematically and verbally gifted students in grades seven through nine. Kalamazoo's Academically Talented Youth Programs (ATYP) seeks to identify precocious youth in the Kalamazoo region in order to develop their full mathematical and verbal potential using college, community, and schools' resources to meet the needs of these students during the school day.

Classes are taught on the Kalamazoo College campus one afternoon per week for two and one-half hour sessions. The math content follows the traditional high school level, four-year curriculum: two years of algebra, plane/solid geometry, trigonometry, analytic geometry. Writing course content reflects expository writing skills taught in honors high school classes and college freshman courses.

A two-stage talent search is used to identify students. During the first stage, sixth- and seventh-grade students who score in the top fifth percentile of a nationally normed verbal and mathematical achievement test are identified. Students qualifying in the first stage may choose to take the Scholastic Aptitude Test (SAT) required to qualify for ATYP classes. Finally, students with qualifying SAT scores attend meetings with their parents to obtain specific information about the program. Then a final decision is made as to whether or not the student wants to participate.

Instructors for the classes are carefully selected under the auspices of the Program Director. Characteristics sought include total mastery of content as well as respect for original thinking and high standards of education. The instructors are generally chosen from the mathematics or English departments at Kalamazoo College and Western Michigan University.

Throughout the six years of the program, teachers and personnel have informally observed that these students' self-concept about their giftedness becomes more realistic and accurate. Students and parents both report greatly improved study habits during these classes.

ATYP is modeled after a similar program at The Johns Hopkins University (Reference Number: 780). ATYP is a validated National Diffusion Network model program and recently received NDN funding to serve as a Demonstrator/Developer project. This funding assists ATYP in providing training to regions interested in adopting the ATYP model.

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MONTGOMERY COLLEGE

Gifted and Talented/Honors Program
Reference Number: 491

A one-day colloqium "Thinking Towards the Future" is offered fall and spring on the Montgomery College-Rockville campus in cooperation with Montgomery County Public Schools. The purpose of the colloquium is for interested and able students to explore topics outside the school curriculum with specialists in various fields and to meet other Montgomery County students who share the same interests. Topics covered in the colloquium include: "Artificial Intelligence," "Decision-Making," "Metaphors We Live By," "Politics and Public Service."

Also offered in cooperation with Montgomery County Public Schools is the "New Directions" Program. Through this program, summer courses are offered on the Montgomery College-Rockville and Takoma Park campuses. Examples of course titles are: "Acting for the Camera-A Video Experience," "Atoms, Rocks, and Planets," "Medieval Life," "Word Processing on the Microcomputer."

Both programs are coordinated by the College's Office of Continuing Education. The Gifted and Talented/Honors Advisory Committee, composed of representatives from the College, the public schools, and a parent organization, recommends programs and policies. The Gifted and Talented Office of the Public Schools assists in the dissemination of publicity about the programs, and the Office of Continuing Education establishes the programs and collects tuition.

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THE UNIVERSITY OF TEXAS-SAN ANTONIO

UTSA Honors Program for Young Scholars
Reference Number: 551

For the past eight years The University of Texas-San Antonio (UTSA) has provided four programs as a part of the Honors Program for Young Scholars:

1) Students are carefully selected for the Summer Program by a process including interviews, examination of grades and test scores, and recommendations. They enroll in one course from a number of specializations including mathematics, science, art, literature. Additionally, all students enroll in a humanities course team-taught by the UTSA faculty. Each year the theme of this humanities course serves to unite all the specific courses of the program. Students who successfully complete both courses receive four University credits. Through a variety of means, the University raises money so that nearly 50 percent of the students who need financial aid can attend the Summer Program.
2) A series of workshops in the schools is given by the University in response to requests from school districts. Each workshop is developed collaboratively between the University and the district and is designed to address the districts' specific needs.
3) A spring conference involves all honors students who come together to attend workshops led by faculty of the Honors Program for Young Scholars. The conference also includes films, discussions, and "College Bowl" competitions.
4) "Mindmatch" brings students from high schools throughout the San Antonio and surrounding area to participate in academic competitions moderated by the faculty and students of the undergraduate honors society of the University.

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STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA

Catskill Area School Study Council
Reference Number: 568

The Catskill Area School Study Council (CASSC) was organized in 1951 as an educational corporation, blending the resources of the State University College-Oneonta and area public schools in an attempt to improve educational opportunities for area school students. The Council is chartered by the University of the State of New York and has several related activities which fall into the following categories: 1) programs for elementary and secondary school students; 2) institutes for school board members; 3) in-service programs for school staff; 4) publication of educational materials of interest to member schools; 5) coordination of many local school-college related activities; and 6) help in the design, writing, and implementation of educational proposals. The Council serves approximately 36 schools within a radius of 75 miles of Oneonta.

Typical of their activities is "The Catskill Saturday Seminars." It originated in 1958 as a service to able and ambitious high school students through a grant from the Ford Foundation. Since the area includes small schools with a limited ability to serve these students in terms of academic variety, State University College provides on-campus instruction for eight Saturdays each semester in courses unavailable to them in the local high schools. The program has now been expanded to other grades as well as high school. Other programs for elementary and secondary students include artistic and literary journals ("Kites & Kings" and "Catskill Review"), Student Leadership Training Workshops, and the OM Regional Competition (formerly "Olympics of the Mind").

Other activities include staff development programs such as the "Catskill Area Microcomputer Teacher Training Program." Also, "The Open Market," a program that brings school and college faculty together for an exchange of educational ideas, involves a full day of on-campus discussion groups and demonstrations presented by college and school faculty and administrators.

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EAST LOS ANGELES COLLEGE

Non-Credit Enrichment Programs
Reference Number: 276

Students at Garfield High School begin the math enrichment program, called "Transition Math," as "at risk" students, and complete the program at East Los Angeles College by taking the Advanced Placement (AP) Calculus examination. The Program began four years ago with its founder, Jaime Escalante, teaching the classes. It has now grown to include five teachers serving 260 students participating each fall, spring, and summer semester. The teaching methods remain those of the founder. The program provides students with summer employment, food, books and supplies, and special services including tutoring.

East Los Angeles College reports that more than 60 students perform successfully on the AP Calculus (A-B) exam, and a third of these go on to perform successfully on the Calculus (B-C) exam. They report further that Garfield High School students are near the top nationally in terms of AP Calculus achievement. Future plans include expanding the program to other disciplines.

The "Transition Math" program has been recognized by feature articles in *The Washington Post*, *Los Angeles Times*, and *Reader's Digest*.

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OREGON GRADUATE CENTER

Saturday Academy
Reference Number: 54

Saturday Academy is a program of classes for sixth- to twelfth-grade students who want to deepen their knowledge in an area of interest or broaden their options by exploring new fields. Courses are taught on-site by professionals at businesses, colleges, and civic agencies. Courses are offered in the areas of the physical and biological sciences, engineering, and math; topics range from "Biology of Marine Mammals" taught at Portland State University, to "Digital Logic Design" taught at Hewlett-Packard Corporation. Saturday Academy offers classes three times a year for two or more hours per week, six to ten weeks, afternoons, evenings, and on Saturdays.

Over 950 students have participated in Saturday Academy from 93 public and private schools throughout the Portland-Vancouver area. Schools have assisted by distributing Saturday Academy's newsletter, by encouraging bright students to participate, and in some cases by offering scholarship support.

The Oregon Graduate Center reports that Saturday Academy has become an important part of Portland's educational resources and that it is a direct, effective way for business, industry, and higher education to help the community's promising students.

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CALIFORNIA INSTITUTE OF TECHNOLOGY

Secondary School Science Project
Reference Number: 6

The Secondary School Science Project has four components:

1) The "Saturday Science Project" offers classes in astronomy, biology, chemistry, math, electronics, physics, and other mathematics or science-oriented subjects.
2) The "Lecture Series for Secondary School Students and Teachers" offers lectures from Caltech scholars on such topics as "How to Build a Planet" and "How Does the Brain Learn? A Microscopic View."
3) The "Saturday Visitation Program" invites five to ten high school science teachers and their students to visit the campus, see demonstrations, and tour the campus.
4) The "Summer Secondary School Science Project" conducts four enriched courses in biology, chemistry, physics/trigonometry, and physics/calculus. Students enroll for one course per summer and credit is awarded through the school district for those students who earn an A or B.

The primary goal of the four programs is to encourage more students to follow a math/science/engineering career pathway.

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PRESERVICE/TRAINING NEW TEACHERS

Introduction

Programs designed to prepare undergraduates for careers in teaching have traditionally necessitated close ties between teacher training institutions and local schools. Obviously, each has a strong vested interest in the adequacy of such programs and each can make unique contributions to the process of preparing new professionals for the field. In addition to coordinating and designing field experiences for those considering or actually preparing to enter teaching, centers and programs now exist to foster interaction among campus faculty and teachers and administrators from the schools that make it easier to create and share instructional resources. Programs, such as those described below, attempt to better integrate theory and practice in preservice programs, improve mentoring and supervisory practices in the field, and critically examine all aspects of the undergraduate experience for those heading for the classrooms of our nation's schools.

CALIFORNIA STATE UNIVERSITY-STANISLAUS

Single Subject Credential Fieldsite Program
Reference Number: 431

In an attempt to integrate theory and practice more successfully in preservice teacher education, California State University-Stanislaus, established the Single Subject Credential Fieldsite Program. The goals of the program are to: 1) provide the student with a means of meeting the requirements for the California basic credentials needed for teaching in high school or junior high school; 2) certify that the student teacher will have a solid foundation in the skills—both performance based and knowledge based—necessary to begin the process of becoming an excellent teacher; 3) insure involvement of school district personnel in teacher preparation in a variety of ways; and 4) provide the student teacher with a program that closely integrates theory and practice.

The program is divided into two semesters and one winter intersession of four weeks. All University classes but one are taught on-site in a public high school classroom. During the first semester students' responsibilities include: observing various classes; serving as a teaching assistant to learn about the many dimensions of classroom life; and providing individual instruction to a junior high school and a senior high school student five days a week with emphasis on diagnosis and remediation of learning difficulties. During the intersession, students continue their coursework and observe the teachers with whom they will be student teaching. In the second semester, coursework continues, and each student teacher is responsible for teaching one class at the high school level and one at the junior high school level.

A director, who is a full-time CSU Stanislaus faculty member, is assigned to each site or "center" which houses 20-30 preservice students. Most university courses are taught at the center and the same students and director stay together for the entire program. The director is also responsible for some of the student teaching supervision. The responsibilities of the school district for each center are to provide a classroom for the University's use as well as supplies such as desks and phone access. The Program currently has three centers.

The CSU-Stanislaus Single Subject Credential Fieldsite Program was cited as an award-winning program by the American Association of State Colleges and Universities in its 1985 "Showcase For Excellence" competition for "Developing More Innovative Curricula in Teacher Preparation Programs."

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SYRACUSE UNIVERSITY

West Genesee/Syracuse University Teaching Center
Reference Number: 1074

The West Genesee/Syracuse University (WG/SU) Teaching Center was developed in the 1972-73 school year when representatives of Syracuse University and West Genesee School District agreed to establish a teaching center in two elementary schools and one junior high school. Along with other activities, the Center provides long-term training programs, development of teacher trainers, and support programs. The main objectives set forth for the Center are to:

- design, implement, and evaluate model teacher education programs in a collaborative fashion.
- integrate theory and practice, the on-campus with the off-campus, and the preservice with the in-service.
- articulate the theoretical teacher education faculty (college) with the clinical teacher education faculty (school) in such ways that they work together in teams, in the same place, on common instruction and supervisory problems.
- work jointly in improvement of instructional programs provided to the district's students by making available University personnel as consultants to Center staff meetings, workshops, and seminars.
- provide programs for teachers to learn skills and strategies, as well as develop appropriate materials on working with children of varying needs.
- maintain its own identity and sovereignty while providing a continuous teacher education program.

Through the years, the Center has been governed by a Directing Council. Fifty-one percent of the Council is comprised of teachers; other representatives include District administration, University faculty and administration, parents, school board, local business, par-

ochial schools, and an official teacher union representative. It has been the responsibility of the Council to determine Center policy and to oversee programs.

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UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Lyndhurst Fellowship Program
Reference Number: 413

The Lyndhurst Fellowships in teaching are awarded annually at the University of North Carolina at Chapel Hill to outstanding arts and sciences graduates in English, mathematics, the biological and physical sciences, and the social sciences. The program is designed for persons who have no professional education coursework in their previous University work. The program requires 12 months to complete, at which time graduates are awarded Masters of Arts in Teaching and a North Carolina teaching certificate. Upon completion of the program, Fellows have an obligation to teach in the North Carolina or Tennessee public schools for three years.

A special aspect of this fellowship program is the joint advising of each Fellow by a Mentor Team consisting of a member of the graduate faculty in the Fellow's discipline, a member of the faculty of the School of Education who is a specialist in the subject area, and a teacher of the discipline from a local school system. The Mentor Team assists in structuring an individual year-long program based on the previous academic training of each Fellow. The School of Education assists in the placement of each Fellow in public school teaching.

The Fellowships are funded through a grant from the Lyndhurst Foundation, a private charitable organization located in Chattenooga, Tennessee. The Fellowship Program serves to fulfill one of the Foundations key purposes—that of enhancing the quality of teachers and teaching in the southeastern region of the country.

Future plans of the Lyndhurst Fellowship Program are summer programs for Lyndhurst Fellows after they are in the teaching field. For example, stipends have been made available for Fellows to take a series of summer courses leading to certification in other areas or to pursue other projects related to their professional development.

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NORTHERN ARIZONA UNIVERSITY

Center for Excellence in Education
Reference Number: 410

In cooperation with Flagstaff Public Schools, Northern Arizona's Center for Excellence in Education provides undergraduate college students with an on-site, preservice training program for teachers grades K through 6 called the "Program for Learning Competent Teaching." This is an integrated program in which college students, mainly sophomores and juniors, enroll in 14 credits of classes in reading/language arts/field work. Each morning the students attend lectures and seminars conducted by the Northern Arizona University (NAU) faculty team. The seminars are supplemented by presentations from teachers and school administrators and from resource people in business, government, the sciences, and the arts. During the morning hours students may also study and prepare lessons within an on-site mobile unit which serves as a classroom/laboratory. For the other hours students work in an assigned classroom, two per classroom. At the end of eight weeks the students are assigned a different partner and supervising teacher.

NAU reports that several aspects of their program are distinctive. For example, students are recruited during their sophomore year, which NAU feels is important since students need to "test the water" of teaching as early as possible in their University career. They also feel that the program results in strong teamwork between the school and University in that members of the Center faculty are at the school every day, actively teaching, observing, and solving problems.

NAU observes many positive outcomes of the program:

1) Participating students were successful in their academic learning and their teaching competencies.
2) Students gained a clear-eyed view of their potential as teachers. (Four students decided not to become teachers as a result of their experience.)
3) Students' self-concepts and sense of personal power were enhanced.
4) Students reportedly emerged from the experience more idealistic, altruistic, and dedicated to teaching.
5) Teamwork, sharing, and professionalism were learned naturally. Also, benefits to school teachers included becoming more aware of their role as professionals and accepting responsibility for helping develop the skills of aspiring teachers.

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CLEVELAND STATE UNIVERSITY

Visiting Instructor Program
Reference Number: 432

The purpose of the Visiting Instructor Program is to identify a select number of master teachers in area schools and to invite them to join the staff of the College of Education for one year in order to add a special dimension in the training of future teachers that could not otherwise be achieved. These visiting instructors act as fellow teacher educators at the College while on leave of absence from their respec-

tive schools. While acting as College instructors, these master teachers share their skills with students as well as interact with University staff which in turn contributes to both the visiting instructors' and University faculty's professional development.

Selection of master teachers is based on the instructional needs of the College, the expertise of the candidate, and the availability of the candidate for released time from the cooperating school district. After being nominated by school superintendents or their designees, the Dean of the College of Education, College department chairpersons, and the Director of Field Services select candidates from those nominated. In their eight years of existence, from three to five teachers have been participants in the program each year.

Specific goals of the program are: 1) to increase the opportunity for College of Education students to interact with and learn from outstanding master teachers; 2) to promote further collaborative efforts between area school districts and the College of Education for the improvement of undergraduate teacher education; 3) to increase understanding of the role quality master teachers may play in undergraduate teacher education programs; 4) to provide opportunities for classroom teachers to have a meaningful leave of absence from their school systems while increasing their value as resource persons for the future; and 5) to promote greater opportunities for master teachers to participate in the design and development of quality teacher education programs.

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UNIVERSITY OF MAINE-ORONO

Professional Preparation Teams (PPT)
Reference Number: 921

The purpose of a Professional Preparation Team is to provide field experiences in teaching throughout the four-year teacher education program in the College of Education.

A Professional Preparation Team consists of University of Maine-Orono (UMO) undergraduates (freshmen through seniors), a UMO faculty member, public school teachers, and a graduate student. Each team is affiliated with a local school district. Education majors are assigned to a team at the beginning of their freshman year.

During their first year, students learn about different career opportunities and spend half-day sessions observing actual classroom teaching. During the next two years students spend time in primary, elementary, middle, and high school classrooms putting into practice ideas learned in courses. There is a full semester student teaching experience in the senior year.

Students may choose to focus their preparation toward becoming an elementary teacher with emphasis on primary or middle school grades, or a secondary teacher with emphasis on either the junior or senior high preparation.

A unique feature of this program is that every education major is required to complete a strong liberal arts component. The PPT activities, along with the liberal arts base, are designed to help students gain competency in areas such as: multicultural education, sex equity issues, computer usage, mainstreaming, and teacher's role in community.

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UNIVERSITY OF WISCONSIN-EAU CLAIRE

Early Field Experience
Reference Number: 408

The University of Wisconsin-Eau Claire offers several courses that provide early field service before student teaching. The purposes of these courses is to assist University students in their sophomore and junior years to improve decision-making with regard to planning, implementing, and evaluating learning; instructional skills; understanding of the organization of the secondary school; and understanding of teacher responsibilities in the secondary schools.

Students in the program are assigned to 30 hours of structured observation/participation experiences in secondary schools during the sophomore year and another 30 hours of teacher-assisted experience in the junior year. An in-school coordinator, a teacher hired by the University and given 25 percent release time by the public schools, arranges and monitors the experiences of assigned students.

Sessions that make up the courses include field experience activities and scheduled group discussion relating to these activities. The specific activities in which students participate are determined by their interests, schedule, and the feasibility of the activity in their assigned situation. They are arranged by the in-school coordinators. After an initial "building orientation," students can choose activities such as "classroom observation," "conference with a student teacher," "library A/V center," and " 'shadow' a student." Students are evaluated for these courses in the traditional manner; that is, a grade is given based on written reports, participation, and a final examination.

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CLEVELAND STATE UNIVERSITY

Teacher Training Centers/Classroom Teacher Educators
Reference Number: 428

In order to provide effective early field placement for preservice teachers, Cleveland State University (CSU) established Teacher Training Centers. The four main goals of the Training Centers are to develop: 1) congruence between university instruction and classroom practice; 2) communication between school and university, including shared decision making; 3) a corps of committed classroom teachers who view participation in field experience as an opportunity for growth; and 4) effective supervision of students' field experience.

The present plan for field experience at CSU evolved from a pattern of scattered placements into a structured program in which all students are placed in one of six Centers (two inner-city and four suburban). All Centers are linked to the University with governance arrangements that include coordinating Committees composed of Classroom Teacher Educators, building principals, central office

personnel, an a University representative. The Center Committees control the use of staff development funds granted by the College of Education.

CSU's field experience program involves the use of specifically trained Classroom Teacher Educators (CTEs) who work with education students on a continuing basis. CTEs agree to work with preservice students, and methods students or student teachers are placed in their classrooms continuously throughout the year. In addition, CTEs function as resources persons for other teachers in their buildings who have field experience students but are not CTEs themselves. CTEs also assist occasionally with University classes and participate on Center committees. All CTEs enroll in a special training course for graduate credit. The courses focus on instructional supervision as well as a familiarization with the undergraduate curriculum as it relates to field experience. CTE's have full line authority over student teachers assigned to them and are therefore compensated in accordance with their additional responsibilities.

Extensive evaluation of the Centers and CTE system shows that each of the four goals are being met. For example, a questionnaire revealed that CTE placement students perceived their experience to be more valuable than those who had a more traditional experience. Thus a congruence between the field and college classroom components is perceived as leading to a more valuable field experience.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Allegheny College	400
Arizona College of the Bible	399
Arizona State University	447
Auburn University at Montgomery	443
California Lutheran University	442
California State University, Long Beach	395
California State University, Long Beach	396
California State University, Long Beach	439
California State University, Longbeach	416
Central Conn. State University	405
Central Conn. State University	406
Christendom College	423
Christopher Newport College	414
East Texas State University	453
East Texas State University	454
East Texas State University	685
Florida International University	345
Francis Marion College	407
Furman University	444
Gordon College	41
Hope College	393
Judson College	424
Long Island University, Brooklyn Campus	438
Long Island University, Brooklyn Campus	916
Michigan State University	920
Millersville University	434
Nazareth College of Rochester	420
North Carolina State University	426
Northern Kentucky University	433
Northwest Nazarene College	418
Ohio State University at Lima	919
Oregon State System of Higher Education Teaching Research Division	430
Our Lady of the University	429
Radford University	683
Saint Joseph College	1026
Saint Martin's College	684
San Diego State University	250
San Diego State University	435
Southeast Missouri State University	446
Southern Illinois University	1070
SUNY at Binghamton	412
SUNY at Potsdam, Crane School of Music	415
Stockton State College	419
Texas A&M University	449
Texas A&M University	450
Texas A&M University	451
Texas A&M University	452
Texas Womens University	417
Tyler Junior College	445
University of California, Davis	809
University of Dallas	15
University of Guam	425
University of Iowa	427
University of Kentucky	397
University of Maine at Farmington	440
University of Nevada, Las Vegas	455
University of Nevada, Reno	722
University of New Orleans, Lakefront Campus	18
University of Oregon	436
University of Southern California	441
University of Tennessee at Martin	849
University of Texas at El Paso	448
Urbana University	422
Utah State University	411
Virginia Tech	404
Western Wyoming College	401
William Paterson College	918

ARTICULATION PROGRAMS

Introduction

When the word "articulation" is used in the context of education, we generally think of the movement of students between and among institutions and instructional programs. In this category are cooperative programs that exist primarily for the purpose of smoothing the transition for students moving from high schools to colleges and universities, vocational and technical programs, and to the world of business and industry. Many programs include careful attention to student guidance, advisement services, and the improvement of curriculum and instructional support services. Also included are collaborative arrangements which expand the range of academic options for students, reduce curriculum duplication and credit transfer difficulties, encourage acceleration, and address the needs of special groups (e.g., adults returning to complete a high school program or college degree).

GREENVILLE TECHNICAL COLLEGE

Articulation Program: Greenville County School District / Greenville Technical College
Reference Number: 886

The Articulation Program between the Greenville County School District and Greenville Technical College emerged in 1981 as one answer to a need resulting from secondary vocational graduates dropping out of postsecondary training when faced with repeating the same courses they had previously completed.

An articulated, performance-based vocational education delivery system has been designed to improve curriculum coordination between the institutions. In the delivery system, the student is informed exactly what must be learned, instructed in that skill or knowledge, and then tested on mastery of that specific competency.

The program serves eleventh- and twelfth-grade high school students who continue their career preparation in similar programs at the postsecondary level at Greenville Technical College. Approximately 800 students are involved in articulated vocational education programs each year.

Over 15 vocational program areas have been articulated, including: auto body repair, masonry, office procedures, accounting, and food service. In some programs, college credit earned by examination can be transferred to a four-year college degree program.

Installation of the Articulation Program was assisted by a grant from the Appalachian Regional Council of Governments through the Federal Projects Office of The School District of Greenville County. A loss of ARC funding, due to a cutback in ARC operations, was met by joint funding of the Articulation Program from Greenville Technical College and the Greenville County School District. The operational cost of the Program is jointly shared by the participating institutions.

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Greenville, SC 29606-5616
(803) 239-3085

ROANOKE-CHOWAN TECHNICAL COLLEGE

Pre-Freshman Program
Reference Number: 363

The Pre-Freshman Program provides selected high school juniors and seniors who have completed most of their graduation requirements the opportunity to earn college credits while still enrolled in high school. The program consists of late-afternoon and evening classes for students who are interested in exploring career opportunities or in receiving college credit prior to enrolling as freshmen in a postsecondary institution. Students enrolling in the program must have the appropriate approval form signed by their high school principal. In addition, students may be required to take a placement test to insure they have adequate skills in math, reading, and English to be successful in their selected course(s).

Courses being offered include a General Education program through East Carolina University-Roanoke-Chowan Technical College (ECU-RCTC). High school students wishing to take courses in the ECU-RCTC General Education Program must complete RCTC's general admission requirements as well as meet the requirements of East Carolina University. The university requires that the students be high school seniors in the top 25 percent of their class, have above average scores on the PSAT or SAT, have successfully completed Algebra I and II and geometry, and be recommended by their high school principal.

Other courses being offered by RCTC include: criminal justice, architectural drafting, early childhood, business, business computer programming, automotive and diesel mechanics, welding, cosmetology, industrial maintenance, light construction, air conditioning, heating and refrigeration.

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Roanoke-Chowan Technical College
Ahoskie, NC 27910
(919) 332-5921

BRISTOL COMMUNITY COLLEGE

Tech Prep/Two Plus Two
Reference Number: 2

The Bristol Community College (BCC) Tech Prep/Two Plus Two program is designed to provide a program of study for high school students whose career choices will not likely require a bachelor's degree. The initiation of a collaborative agreement by the College with participating school districts placed emphasis on the development of academic core courses at the high school level that would insure a logical progression to the community college and eventually to the workplace.

The BCC Tech Prep/Two Plus Two program provides a focused program for students currently enrolled in general courses at comprehensive high schools, in applied mathematics, science, literacy, and related technical subjects. The BCC faculty from the Business, Science, and Engineering Departments provided technical assistance to faculty and career counselors from area school systems in developing the curriculum.

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MT. SAN ANTONIO COLLEGE

Developing an Articulation Model for Vocational Programs
Reference Number: 914

In the spring of 1984, Mt. San Antonio College established a committee whose membership includes all the directors of adult and vocational education in the Mt. San Antonio College District. The purpose of the committee was to establish an articulation process with the Community College, local high schools, and Adult Education programs. A subcommittee then developed an Articulation Model to be used by adult and vocational education programs.

The final outcome of this project was the development of an articulation program between Mt. San Antonio College and local secondary and/or adult schools. There are six specific articulation agreements for electronics, child development, accounting, drafting, computer, and word processing at each educational facility within the local district.

The purpose of the articulation program is to enable students in vocational/technical programs at the various levels of education to accelerate their training and avoid duplication of their learning experiences. Certification of competency is the responsibility of the subject area instructor and principal at the high school or adult school program. The granting of credit by examination and/or placement is awarded to students who have met the competencies of articulated programs.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Aiken Technical College	880
Bossier Parish Community College	39
Brevard Community College	1031
Central Arizona College	881
Clark County Community College	885
Clark Technical College	327
Community College of Allegheny County, Center North	902
Community College of Rhode Island	330
Crowder College	831
Cumberland County College	325
Dutchess Community College	827
El Paso Community College	876
Erie Community College	269
Essex Community College	860
Evergreen Valley College	980
Genesee Community College	894
Genesee Community College	895
Genesee Community College	896
Genesee Community College	897
Genesee Community College	898
Glendale Community College	917
Grossmont College	901
Hagerstown Junior College	884
Harford Community College	910
Harrisburg Area Community College	474
Indian Hills Community College	48
Iowa Western Community College	477
Islands Community College	328
J. Sargeant Reynolds Community College	466
Leeward Community College	475
Lincoln Land Community College	463
Los Angeles Community College District	331
Lower Columbia College	541
Madisonville Community College	329
Maricopa Community College	882
Mercer County Community College	906
Milwaukee Area Technical College	471
Milwaukee Area Technical College	540
Mississippi Gulf Coast Junior College	878
Mohawk Valley Community College	887
Mohawk Valley Community College	888
Mohawk Valley Community College	889
Monroe Community College	476
Montgomery College	1043
North Arkansas Community College	877
North Central Technical College	900
North Central Technical Institute	333
North Central Technical Institute	890
North Harris County College	904
Northern Virginia Community College	467
Northern Virginia Community College	1069
Owens Technical College	879
Parkland College	830
Sacramento City College	899
Saddleback College	909
Santa Fe Community College	470
Seattle Community College District 6	460
Shoreline Community College	334
Sonoma County Junior College District	1012
Spoon River College	908
Texas State Technical Institute	907
Thomas Nelson Community College	326
Tulsa Junior College	1067
University of Toledo, Community and Technical College	457
Vermont Technical College	469
Wilmington College	875

CURRICULUM DEVELOPMENT

Introduction

A natural arena for cooperation between schools and colleges is in developing and evaluating courses, even entire curricula, for the purpose of improving student achievement throughout the system. Schools and colleges possess considerable talent and experience that can be used to improve their instructional programs, and it is often mutually advantageous to work together in this process. Some partnerships have been developed to prepare better materials for use by beginning teachers. Others offer seminars and regional conferences for teachers and college faculty to examine curricula by subject area, to work together to develop syllabi, course outlines, and sample instructional units, to improve student assessment practices, and to design ways to evaluate the effectiveness of instruction. Of particular interest in several programs is the development of instruction in the science and mathematics areas where new technologies, such as video disks and microcomputers, hold promise to improve student motivation and achievement. A variety of examples follow.

PURDUE UNIVERSITY

School Mathematics and Science Center
Reference Number: 44

Two projects are illustrative of the activities of the School Mathematics and Science Center, which has as its purpose to improve the quality of mathematics and science education through research, curriculum development, and conferences. One project is the "Mathematics Achievement through Problem Solving" (MAPS) development project, a joint project of Purdue University and the Marion Community School Corporation. University personnel conducted seminars for the Marion mathematics high school teachers and worked cooperatively with them in writing the curriculum during 1985-86. The second project, "MAPS Implementation Project," consists of seminars for school administrators, on-site in-service workshops for high school mathematics teachers, and intensive training in the use of the MAPS curriculum.

To date, over 117 teachers and administrators have been introduced to MAPS. In addition, over 3,600 students have used sample units from the curriculum. Six school systems in Indiana are currently in the process of implementing MAPS in their general mathematics classes, with assistance provided by University personnel.

Purdue reports that the schools benefit by access to University personnel, current research, and curriculum development assistance, while the University personnel profit from access to the arena of their research and development efforts.

Projects planned for the future are a National Advisory Board that will be a panel of national experts in mathematics and science education providing direction for Center activities, and a "Teacher-In-Residence" program in which three or more teachers recommended by their school districts will join the University staff as writers and team members. After a year at the University, these teachers will return to their school districts and serve as leaders for implementing curriculum changes.

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KEENE STATE COLLEGE

Strengthening School Transitions for Students K-13; An "Educational Connections" Project
Reference Number: 966

The "Educational Connections" Project developed from concerns and issues that were addressed by NAASP, AACRAO, and the American Council on Education during a 1984 conference, "The School-College Connection." Some of those concerns were declining national test scores; students' poor preparation and mastery of basic skills in moving from one level of schooling to another; failure of schools to communicate, collaborate, and cooperate on setting standards and expectations for school transitions; and lack of feedback about specific student deficiencies. Strengthening School Transitions for Students K-13 project was therefore established for a three-year period in seven selected demonstration center schools throughout the country.

The primary project objective is to improve student achievement and performance at all levels of schooling by strengthening every possible means of articulation in curriculum and student progress from one level to another, grades K-13. To achieve this purpose, classroom teachers, curriculum supervisors, and counselors at all levels of schooling cooperate in setting goals, planning improvement activities, and assessing needs. To improve student assessment, the most appropriate and reliable measures of student performance are being developed and utilized to evaluate program content, methods, and materials. The goal is to define student achievement in terms of qualitative standards rather than quantitative measures.

The seven demonstration center schools were selected to represent different areas of the country, different size school districts, and different types of communities. Each "center" includes the representative school district and one or two participating colleges, who concentrate on developing the program in selected subject areas. For example, Keene High School in participation with Keene State College and the University of New Hampshire at Durham, are targeting the language arts and mathematics subject areas.

In addition to the demonstration schools are eight "consulting" schools which already have exemplary articulation activities. These schools agreed to provide consultation help and to participate in some project activities.

During the course of the three-year project, findings and outcomes of the project's efforts in each participating school will be published and disseminated. Schools will be reporting annually to the conventions of the three cooperating national organizations.

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MOUNT ST. MARY'S COLLEGE

Mount St. Mary's College/Region B, Los Angeles Unified School District (LAUSD) Curriculum Library Project
Reference Number: 720

In response to the shortage of qualified teachers in the Los Angeles area, LAUSD was required to employ hundreds of people who do not qualify for the regular California teaching credentials. The goal of the Curriculum Library Project is to assist these emergency credentialed teachers with the preparation and presentation of their courses by gathering and making available to them comprehensive sets of curriculum materials developed by teachers of seventh-, eighth-, and ninth-grade English, science, math, and social studies classes. Teachers having considerable experience and proven competence prepare and submit these materials for review by Mount St. Mary's College.

The comprehensive set of curriculum materials in the Project give the teacher who is new to the profession and/or deficient in an academic discipline an understanding of what a completely developed, workable course of instruction in his subject area should look like. The curriculum materials include a brief course description, a course outline, a complete set of lesson plans, a bibliography of resources, a set of diagnostic and evaluative instruments, charts, and other materials used for maintaining a profile of each student's progress and achievement.

The teacher-developed course materials serve two purposes: (1) The materials provide emergency credentialed teachers with a clear picture of how a course is organized and how the essential instruction materials should look. (2) These materials provide a practical resource for the teachers to draw upon on a day-to-day basis as they orient themselves to the demands of teaching.

Completed sets of curriculum materials are submitted to the Education Department of Mount St. Mary's College for review by a committee of faculty members. After being approved, they are duplicated so that they can be available to all the District's junior high schools and to the Professional Reference Center of the Los Angeles County Education Department.

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FITCHBURG STATE COLLEGE

Mathematics and Science Curricula Revision K-12
Reference Number: 486

The major goal of the Mathematics and Science Curricula Revision project were to revise the mathematics and science curricula, provide in-service to all K-12 teachers of these subjects, integrate selected software programs in these curricular areas, and continue to select software to support the revised curricula. Fitchburg State College faculty from the mathematics, science, special education, and computer science departments and Leominster Public School administrators and teachers in mathematics and science departments participated in project planning, implementation, and evaluation.

In order to achieve its major goals, Fitchburg State College proposed 12 subgoals. They include: setting up the organization to include a Project Planning Committee, Curricula Piloting Committee, and Task Force; meeting with outside readers who will provide evaluation of written materials; deliver in-service training; provide documentation for summative evaluation of the curricula including student performance; pilot test the curricula; set up a special education task force to examine the revised curricula and to recommend the use of the curricula in direct service provided to students in resource room settings K-12; purchase computers, peripherals, and software appropriate to address the goals and objectives of the mathematics and science curricula.

As a result of the project to date, the Leominster Public Schools have a mathematics and science curricula K-12. The curricula was developed by the staff, and all staff have been trained to implement it at each grade level. Computers and software are being used by students and staff in laboratories and in classrooms. All staff are computer literate. Fitchburg State College reports that it has gained increased respect and accountability in the field, true collaboration has been modeled, and a bridge has been built for ongoing project development.

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EDINBORO UNIVERSITY

Enhancement of Reasoning Through Microcomputer Research Modeling
Reference Number: 527

The Enhancement of Reasoning Through Microcomputer Research Modeling program is designed to introduce a number of microcomputer activities into the content of a year-long psychology course for high school seniors. The specific goal of the project is to stimulate student interest in social studies research and enhance student reasoning abilities by using microcomputers. Through microcomputers, students are introduced to four critical aspects of social science research: 1) Literature searching is simplified by introducing students to databases containing bibliographic information and summaries of results of experiments from several areas of psychological research. 2) Hypothesis testing is simplified by having students obtain results from microcomputer simulations that generate hypothetical data consistent with research findings. 3) Interpreting results is simplified by teaching students to use basic word processing skills to produce concise descriptions of findings from their simulated experiments. 4) Integrating results into existing literature is simplified by guiding students to distill critical aspects of the results for the production of summaries that are then added to the model databases using file management software.

Utilization of microcomputers to simplify each of these four aspects of social studies research allows students to develop an overview of the entire research enterprise and permits them to strengthen their reasoning strategies. During this project, student attitudes toward computer utilization in the social studies, student interest in social studies research, and student reasoning abilities are assessed.

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Edinboro, PA 16444
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STOCKTON STATE COLLEGE

The Stockton Connection
Reference Number: 534

As a unique curriculum development and teacher in-service program, the Stockton Connection demonstrates the possibility of translating the latest research developments in major curricular areas into classroom-usable materials, followed by an exploration of how to teach with these materials in ways that require students to develop higher-order thinking skills.

After some initial experimentation with different forms of instructional delivery including after-school workshops, the current version of the Stockton Connection involves summer seminars. The seminars begin with an intensive week of instruction in which Stockton faculty members summarize the latest and most important developments in each of a number of major curricular areas, and suggest ways in which those materials might be presented in order to emphasize the development of student thinking skills. This is followed by a month of independent study in which teachers translate those new content materials into instructional modules for classroom use. The final component of the seminar is another intensive week at the College during which these materials are collectively reviewed and revised.

During the following fall and early winter, Stockton faculty meet with seminar participants to discuss their classroom experience with these new materials. As a result of this set of meetings, a summary of the content materials presented by the Stockton faculty member, together with the most effective lessons participating teachers developed for carrying those materials into the classroom, is written up in booklet form. This information is then disseminated to wider audiences by two methods: spring in-service sessions in the participating districts, presented jointly by Stockton faculty and participating teachers; and a state-wide conference hosted each March by Stockton.

In evaluating the program, Stockton State College found that the dominant response was that seminars were very good but also very demanding of time and effort. But, they feel that they must have struck a responsive chord in that after serving 45 teachers in their initial summer of the program, the enrollment more than tripled for the second summer.

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ROSE-HULMAN INSTITUTE OF TECHNOLOGY

Enlivening Physics
Reference Number: 543

Enlivening Physics is a two-year project started in 1986 which aims to introduce the use of interactive video discs to local high school physics teachers and, through them, to other science teachers. The project is a collaborative effort between the Physics Department at Rose-Hulman Institute of Technology and physics teachers and students in Clay County Community Schools and Vigo County Schools.

The main goal of the project is to produce a video disc and associated computer-assisted instruction (CAI) through a "learning through doing" approach. Using this approach, teachers and students collaborate on an assigned section of the video disc with the final product incorporating the efforts of several such collaborations. The disc contains physics demonstrations to be used either as short film clips or as bases for interactive lessons.

Rose-Hulman Institute of Technology reports that, with the successful completion of this project, a network of local schools will be in position to test interactive video discs and to experiment with various ways of using them. Discs to be tested will be solicited and reviewed, and, based on the results of their use in schools, some will eventually be published. In the future, participants will expand their efforts to include all of the science disciplines.

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UNIVERSITY OF MISSOURI-ST. LOUIS

Center for Economic Education
Reference Number: 922

The St. Louis Center for Economic Education, at the University of Missouri-St. Louis, is part of a state-wide network devoted to increasing economic understanding of citizens.

The Center offers credit and non-credit programs to enhance the teaching and learning of economics at the K-12 grade levels in local school districts. There are also various non-credit courses to assist citizens in applying economic principles in their own lives.

Curriculum materials such as "Zooconomy: Economies at the Zoo for Grades 4-8" are developed by the Center. Special courses, workshops, conferences, and consultations are provided to both local school districts and individual teachers.

The Center is a part of the University of Missouri Continuing Education Extension and is affiliated with the Missouri Council on Economic Education, which provides substantial funding. It is also affiliated with the Joint Council on Economic Education, a national group which provides mainly curriculum materials.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Allentown College of St. Francis De Sales	42
Bradley University	526
Bunker Hill Community College	842
California State University, Stanislaus	605
Chapman College	528
Cleveland State University	338
College of Staten Island/CUNY	525
DePaul University	539
Fitchburg State College	530
Friends World College	1011
Georgia State University	522
Georgia State University	523
Georgia State University	524
Jersey City State College	1034
Mount Union College	25
New Hampshire College and University Council	656
North Carolina State University	537
Northern Oklahoma College	17
Norwalk Community College	38
Pittsburg State University	532
Quinsigamond Community College	531
Ramapo College of New Jersey	538
Rutgers University	533
Rutgers University	726
Rutgers University	923
SUNY at Binghamton	938
Saint Joseph College	437
Saint Peter's College	198
San Diego State University	536
Southern Arkansas University	14
Southern West Virginia Community College	542
Temple University-Law School	990
Tufts University	725
University of California, Davis	808
University of California, Santa Cruz	949
University of Kentucky	529
University of Maine at Presque Isle	521
University of Southern California	662
University of Tennessee at Martin	849
Western Maryland College	520
Wilkes College	49
York Technical College	519

RESEARCH ON TEACHING AND LEARNING

Introduction

The following section includes a group of cooperative programs that have made educational research and evaluation their primary focus by using the products of inquiry to actively and responsively shape all aspects of educational reform including teacher education and staff development, curriculum design, and student assessment. Through such collaborations, schools, colleges, and universities are pooling their talent and resources to create research agendas and set priorities, disseminate results, and provide better communications and linkages among member institutions, the business community, and governmental and civic agencies. Rural schools seem to particularly benefit from many of the services provided by these programs.

TENNESSEE TECHNOLOGICAL UNIVERSITY

Rural Education Research and Service Consortium
Reference Number: 7

Twelve member schools in association with Tennessee Technological University comprise this program which was developed to provide assistance to the TTU faculty who want to engage in rural education research and service. Its various activities are characterized by the seven original goals of the program: 1) Provide an organizational structure to facilitate and promote cooperative efforts among the constituent members. 2) Encourage research related to rural education and other rural issues. 3) Provide a forum for sharing and disseminating information related to rural education and other rural issues. 4) Facilitate and coordinate research/service activities in selected rural schools. 5) Assist in the implementation of CERA (Comprehensive Education Reform Act of 1984) and monitor its impact in selected rural schools. 6) Provide staff development opportunities for College of Education faculty with an emphasis on research techniques, emerging issues in rural education and teaching/school effectiveness, and direct involvement in the public schools as required by CERA. 7) Facilitate field experience in rural schools for pre- and in-service educators.

As an outgrowth of these goals, the Rural Education Research and Service Consortium serves schools in the Upper Cumberlands through: 1) "Studies of School Effectiveness" which include a "100 Rural Schools Study," a "CERA Impact Study," and collection of data on identified indicators of school effectiveness. 2) "Enhancement of Teacher Effectiveness" by offering scholarships for graduate study, assistance with lesson and unit planning, and other professional development activities including peer coaching and school visitations. 3) "School Improvement Service Projects" such as "Parent Education," "Secondary Recreational Reading," and "Child Sexual Abuse Prevention." 4) "University Faculty Development" in areas such as staff development workshops and research/service grants. 5) "Rural Education Research" has been done by TTU faculty in such areas as secondary writing instruction and career choices of secondary students. 6) "Rural School Advocacy" entails input into the state board of education, being the Tennessee delegate to the Rural Education Association, offering "Rural Knowledge Bowl," and giving presentations at professional meetings.

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KENT STATE UNIVERSITY

Northeastern Ohio Coalition of High Schools for the Future
Reference Number: 271

Operating on the premise that the high school staff is in the best position to plan, implement, and evaluate secondary school reform, the Northeastern Ohio Coalition of High Schools for the Future was formed. The Coalition is comprised of Kent State University, The University of Akron, Cuyahoga Community College, and five high schools. The major purpose of the five-year reform effort is the redesign of the organizational structure of the high school. The purposes of the coalition are: 1) to provide a financial base for the planning stage of individual school reform projects; 2) to facilitate the process of planning for individual multistaged school reform proposals; 3) to assist in the research aspects of the individual school reform projects; 4) to evaluate project outcomes; 5) to provide the linkage between the project schools and other educational, corporate, government, and civic agencies; and 6) to disseminate project outcomes to other education policy makers and practitioners.

In the initial phase of the project, leadership teams and resource persons were selected from five area high schools. The leadership teams, along with members of three participating universities, came together for a two-week workshop. Three primary goals emerged from the workshop: 1) to increase the knowledge and research base related to high school reform; 2) to train the leadership teams to facilitate staff planning at the school sites; and 3) to enable the five teams to formulate an action plan for the development of a site implementation proposal.

Kent State reports that since the five-site teams began Phase I of the High Schools for the Future project in 1984, some notable changes have occurred in both the day-to-day collegial interaction at the specific sites and in the joint coalition efforts of the five teams. The process of team building, cooperative decision-making, and planning for change has resulted in the teams successfully addressing the initial goals and objectives. Cooperative efforts within and between teams have resulted in increased professional collegiality,

intra/inter-district networking, assumed responsibility for on-site reform planning, increased participation by overall staff, and enhanced cooperation among business and industry, local school districts, and northeastern Ohio universities and colleges.

Further plans for the 1986-87 school year are to establish Professional Development Centers (PDCs) representing specific instructional areas. Each Center will be chaired by a person selected by the particular task force. In this way leadership of the project is spread over a large group of participants rather than one or two higher education institutions. The PDCs are designed to serve the coalition as peer assisted training in-service to reach the goal of a community of teachers teaching teachers.

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Kent, OH 44242
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VIRGINIA COMMONWEALTH UNIVERSITY

Collaborative Teacher Education Program (CoTEEP)
Reference Number: 270

The CoTEEP program was initiated in 1984 by Richmond City Public Schools (RPS) and Virginia Commonwealth University (VCU) to establish and document a collaborative approach integrating preservice and in-service teacher education. The three-year pilot study was funded in part by the Virginia Department of Education. The partnership involves participants in six Richmond elementary and middle schools, RPS Central Office Personnel, VCU faculty and administrators, selected undergraduates in elementary education, and representatives from the Virginia Department of Education.

In support of the conception of teacher education as an ongoing, developmental process, the CoTEEP programs move students from earliest preservice experiences, through provisional certification as beginning teacher, to certified teacher status. Throughout the process, students work with classroom teachers who are, in turn, working with VCU faculty in a sequence of supportive school-based leadership experiences leading to "mentor-lead" teacher designation. Mentor-Lead teachers have supportive leadership roles in working with preservice students, beginning teachers, and peer teachers in their respective schools.

CoTEEP programs and resources are planned for four target populations: preservice students; participating in-service teachers; CoTEEP schools; and VCU faculty. For preservice students, the programs provide a collaboratively planned and supervised sequence of field experiences. For in-service teachers, there is a sequence of innovative, on-site workshops-seminars carrying prepaid VCU graduate credits. For RPS schools, the programs bring consultant and resource services. For VCU faculty, there are opportunities to field test ideas in classroom demonstrations, and to develop innovative in-service approaches.

The CoTEEP Project has both immediate and long-range implications for teacher education. The collaborative model is supportive in the literature as a positive approach to in-service education. The comprehensive evaluation design responds to the need for documentation of in-service approaches, including collaboration, cited in the literature as a critical gap in our knowledge about teacher education. Since its inception, the project has been modified in response to formative and summative evaluation data.

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EAST TEXAS STATE UNIVERSITY

East Texas School Study Council (ETSSC)
Reference Number: 268

Since its formal organization in 1966 with 25 charter members, the East Texas School Study Council operates through the cooperative action of the Department of Educational Administration at East Texas University and 85 member schools.

Activities are: 1) Council meetings provide means for council schools to share ideas and programs as well as an opportunity to explore issues of common concern. 2) Over the years, 21 research projects have been sponsored by the council. 3) A newsletter (circulation 15,500) provides a major vehicle for sharing ideas and programs and disseminating information to member schools. 4) The Council also publishes *Catalyst for Change* for the National School Development Council, the national organization for school study councils. All 835 ETSSC member administrators receive *Catalyst for Change*. 5) More than 60 different publications and reports are distributed annually through the "Mailbag" service. 6) The "instant research" files of the Council, vertical files of collected materials categorized by topics, include information of current concern to educators. 7) A publications file is maintained to assist member schools in developing or revising any type of school publication.

An extensive evaluation of the Council shows that these activities are seen as worthwhile by its members. Three of the many conclusions of the evaluation are that: 1) ETSSC meetings seem to be a worthwhile activity for dissemination of information. 2) The three most effective activities of the Council's pooling and sharing objective seem to be the *ETSSC Newsletter*, *Catalyst for Change*, and *Storehouse of Innovative Ideas* (a compilation of innovative practices). Contrary to expectations that ETSSC meetings would rate most highly, publications seem to be more highly valued by ETSSC administrators. 3) The most effective activity of the research objective is the yearly research publication.

CONTACT: Dr. Lynn Turner
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East Texas School Study Council
East Texas State University
Commerce, TX 75428
(214) 886-5516

Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Arizona State University	263
Arizona State University	951
Idaho State University	262
Louisiana State University	267
Mississippi State University	36
Northern Arizona Unversity	370
San Diego State University	264
San Diego State University	265
San Diego State University	266
San Diego State University	739
SUNY at Binghamton	21
University of Akron	768
University of California, Santa Cruz	949
University of Iowa	369
University of Maryland, Baltimore County	952
University of Maryland, Baltimore County	953
University of Maryland, Baltimore County	954
University of Missouri, St. Louis	826
University of New Hampshire	16
University of Puerto Rico	950
University of South Alabama	11
University of Tennessee at Martin	849
University of West Florida	1036
University of West Florida	1051

PROGRAMS FOR ADMINISTRATORS

Introduction

Administrators are critical to affecting change and innovation in the schools. Principals in particular have a major influence in directing changes aimed at improving school climate and student achievement. This category of school-college collaboratives consists of institutes, academies, and projects designed to increase managerial effectiveness by improving leadership and problem solving, budget management, resource acquisition, community support efforts, and administrative monitoring of instructional improvement.

CALIFORNIA STATE UNIVERSITY-STANISLAUS

Project Accept
Reference Number: 360

Research has identified school administrators to be the key to improvement in student learning and achievement. However, as noted by the 1978 California Assembly Education Committee Task Force, "many administrators are neither prepared nor encouraged to be educational leaders." In response to this need, California State University-Stanislaus instituted Project Accept, a project designed to provide local, experienced school administrators with leadership training and a leadership background for practicing and aspiring administrators. The Project provides the participants with individualized experiences, skills, and knowledge competencies which have proven to be the attributes of effective school administrators. Assessment involves a systematic monitoring of progress followed through by a thorough exit evaluation of each participant. This assessment is designed to not only provide participants with an evaluation of strengths and improvement needs with regard to administrative skills but to provide various school administrative staff with independent and objective assessments of each participant's readiness to assume administrative responsibilities.

Participants in the project must: 1) have a high probability of success; 2) currently be in a credential program or be a teacher who is nominated by the superintendent or district; 3) have a willingness to receive on-the-job training in a local school district if the selection committee recommends it; 4) have a willingness to take additional coursework and/or in-service beyond the credential program based on recommendations from the selection committee; and 5) be amenable to participating in in-service programs beyond the regular training cycle.

CSU-Stanislaus reports that the project has resulted in an increased involvement between the School of Education faculty and public school administrators. Also, there has been an increased employment of education graduates of the University, the college's administrative credential program is stronger, and there are better school administrators working with teachers who are graduates of CSU-Stanislaus.

CONTACT: Diana Mayer
Dean, School of Education
California State University, Stanislaus
Turlock, CA 95380
(209) 667-3145

WINTHROP COLLEGE

Educational Management Institute
Reference Number: 357

The fundamental goal of this program is to increase the management effectiveness of the public school administrator by developing leadership and problem-solving skills. The Educational Management Institute is designed for early career administrators and is directed toward individuals whose current positions affect school policy, as well as those identified by their school superintendent as candidates for higher level management positions. These positions include principals, central administrative staff, and new superintendents. Winthrop College stresses the importance of participants having administrative experience in order to benefit from the program.

Classes are taught using a combination of lectures, small group discussions, and case presentations. The case method provides an opportunity for participants to learn from one another with faculty assisting in discussions by providing ideas and suggestions for further analysis. Preparation of cases involves reading and identifying key issues in the case, determining alternative solutions, and developing recommendations for courses of action. Participants may earn three semester hours of graduate credit to be applied toward programs in the School of Education at Winthrop or other graduate programs in educational administration. Examples of course titles are: "Conflict Management," "Creativity and Innovation," " Personnel Policy and Management," "Management Information Systems," and "Balancing Personal, Family, and Professional Needs."

At the conclusion of the Institute, participants select one of their members to serve on the Advisory Board of the Winthrop College Educational Management Institute. This is a two-year appointment and allows individual formal input into the continuous process of improving the annual offerings of the Institute.

A superintendent says of the program, "It takes more than being a good teacher to be a good administrator. It also takes more than isolated courses to prepare someone for an administration position. Quality management training is critical for public education today. The Winthrop College Education Management Institute, with its intensive, two-week format and its emphasis on management development, provides a unique opportunity for our administrators to develop leadership skills."

CONTACT: Dr. Jerry Padgett
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Winthrop College
Rock Hill, SC 29733
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WINTHROP COLLEGE

South Carolina New Principals' Academy
Reference Number: 362

In order to help newly-appointed principals meet the demands and challenges of their first year as an administrator, Winthrop College and the South Carolina State Department of Education established the New Principals' Academy. This one-week summer academy is designed to provide an opportunity for principals facing their first year to discuss issues and concerns with other first year principals, veteran principals, and experts in the field of education.

Typical sessions included in the curriculum of the academy are in the area of skill development which includes such sessions as "Creative Problem-Solving" and "Budget, Finance, and Fiscal Resourcefulness." Many sessions involve skills related to personnel relations such as "Dimensions of Leadership" and "Understanding Employee Behavior and Motivation." Other sessions deal with topics such as "School Image and Imagination," "Productive Relations with the Media," "The New Accreditation System and Present Requirements," and "Administrative Monitoring of Instructional Improvement."

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Arizona State University	263
Cleveland State University	295
Cleveland State University	338
Georgia State University	1053
Louisiana State University	297
Northern Michigan University	293
Northwest Missouri State University	292
Southern Illinois University	999
SUNY at New Paltz	1041
Texas A&M University	294
University of Akron	1018
University of New Hampshire	16
University of Oregon	1029
University of South Alabama	11
University of Southern California	358
University of Virginia	298
University of West Florida	1040
University of Wisconsin, Parkside	296
Virginia Tech	361
Weber State College	343
Wichita State University	289
Wichita State University	291

ADOPT-A-SCHOOL

Introduction

In an era of declining financial assistance from federal and state governments—themselves bending under the burdens of deficit spending and pressures of tax reform—schools, colleges, businesses, and industries are realizing that they may be their own best allies and resources. The "Adopt-a-School" movement, just one of many ways the public and private sectors are cooperating, has been gaining momentum, in part, because of a recent awakening to mutual problems, connections, and dependencies. Through such "adoptions," many vital relationships are emerging, making it possible for institutions to assist one another in program and staff development, share facilities, exchange faculty and leaders, assist in job placement and counseling, and focus on the needs of special populations. To date, advertising agencies, newspapers, insurance companies, manufacturing firms, banks, sports teams, colleges, small businesses, police departments, even the U.S. Navy have been involved in Adopt-A-School Partnerships. Suggestions for Adopt-A-School programs are numerous. Many are delineated in a brochure entitled "Partnerships in Education." Write: James K. Coyne, Special Assistant to the President, Private Sector Initiatives, The White House, Room 134, Washington, DC 20500; (202) 628-5577.

MONROE COMMUNITY COLLEGE

Partnerships in Education: Adopt-A-School Programs
Reference Number: 356

The Monroe Community College Partnership in Education supports and enhances curricular and co-curricular activities at Marshall High School with an emphasis on English and communication, and introduces Marshall High School students to college life at Monroe Community College. Monroe reports that as a result of the partnership, faculty of the Arts and Humanities Division have become more aware of the specific needs as well as strengths of Marshall High School students and faculty. Also, Marshall High School students and faculty have a clearer concept of what a community college offers; specifically they can learn about courses and opportunities available through the Arts and Humanities Division.

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Rochester, NY 14623
(716) 424-5200 x3369

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Baltimore City Adopt-A-School
Reference Number: 8

Adopt-A-School programs generally involve a local college or university, often in conjunction with local industries, to provide lectures and workshops to students and professional development to teachers. University/college and business participants may be professors giving lectures, graduate students tutoring students, or businesspeople discussing with students or teachers their area of expertise. The reported benefits of such partnerships are an improved community life which includes fostering a sense of mutual responsibility for the performance of the public schools among institutions of higher learning, industry, and schools.

The Board of Commissioners of the Baltimore City School System has asked area colleges and universities and area industries to "adopt" 12 to 13 of their "comprehensive" high schools. The University of Maryland Baltimore County (UMBC), has adopted two area high schools. Currently in the initial stages of the program, UMBC has provided summer workshops for teachers on improving their student's writing and critical thinking skills and workshops for students on applying for financial aid, doing better on the SATs, and improving study skills.

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Assistant to Chancellor
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Baltimore, MD 21228
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EVANGEL COLLEGE

Adopt-A-School
Reference Number: 45

Springfield Public Schools encourages the broader Springfield community to join it in an educational partnership designed to enhance the work of professional educators by putting the special talents and resources of local organizations to work in public schools. Organizations are invited to engage with the schools in activities such as: providing release time for employees to tutor students in basic skills; lending employees to speak to classes about their professions, the types of jobs performed with the company, and other topics of interest; assisting a school in purchasing instructional materials, playground equipment, etc.; sponsoring special interest clubs to improve instructional programs; offering field trips; providing prizes or awards to students for outstanding accomplishments; and providing teachers with staff development activities in their area of expertise.

As a partner with Springfield Public Schools, Evangel College provides support services to schools, assists with special events, and has formed big-brother and big-sister programs. The College has also made its resources available to schools in the community.

Evangel College reports that the Adopt-A-School program is an excellent opportunity to become involved in the community in which the school is located, and that College personnel and College student groups who have become involved in programs with local schools found it to be a rewarding experience. Their perception of the needs of schools is reported to be better as a result, and a more cooperative atmosphere exists between the College and community schools.

CONTACT: Dr. Don Roberts
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Springfield, M0 65802
(417) 865-2811

AUGUSTA COLLEGE

Adopt-A-School
Reference Number: 364

Augusta College has developed an extensive agenda for students and teachers in two Augusta schools which are mainly populated by minority students. For Lamar Elementary School, Augusta College provides such services and programs as: individual sessions and tutoring by Augusta students; tours of the Augusta College campus for teachers; staff development workshops; and displays of instructional materials in Lamar's library set up by Augusta College students.

For Laney High School, Augusta has set up over 20 different projects including a study skills workshop and microcomputer workshop for Laney faculty; special tours of Augusta College for Laney seniors and juniors; and a political science course offered to select juniors and seniors. In addition, Laney students and faculty are invited to participate in appropriate Augusta College Continuing Education courses without charge.

In cooperation with the NAACP, Augusta College offers a series of lectures by black professionals who can serve as role models, and has developed a tutoring system for Laney students.

For both Lamar Elementary School and Laney High School, Augusta College has set up a system for 25 students from each school to attend each cultural event on the Augusta College campus free of charge.

Augusta College hopes that the spirit of cooperation and friendship this collaboration has fostered will translate into an increased rate of college attendance among minority students in the Augusta area.

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Augusta, GA 30910
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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Bradley University	867
Bunker Hill Community College	864
California State University, Los Angeles	247
California State University, Northridge	255
DeVry Institute of Technology	33
Drury College	31
Fashion Institute of Design & Merchandising	1025
Fisk University	366
Florida State University	367
Jackson State University	865
Medical College of Georgia-School of Allied Health Sciences	251
Morningside College	32
North Park College	245
Sacred Heart Unversity	365
Saint Peter's College	253
San Diego State University	248
Shippensburg University	252
Southern University at New Orleans	249
State Technical Institute at Memphis	246
Texas Wesleyan College	243
Trident Technical College	256
University of Alabama at Birmingham	244
Universitv of Baltimore	46
University of Louisville	254

CONSORTIA

Introduction

Organized as networks or consortia, these partnerships include alliances of educational and cultural institutions, business and industry, educational associations, labor unions, and government agencies. Such groups have organized faculty and administrative development centers, created clearinghouses for educational materials, and organized task forces of leaders from business and education to examine a broad range of issues affecting our schools. Activities include faculty newsletters, grant writing assistance, resources for in-service and preservice teacher training, faculty exchange, consultants for advice on computer and software purchases, committees to work on curriculum development in specific disciplines, agencies to support research and experimentation in instruction, alliances with business and industry, and agreements to share facilities, personnel, and other resources. Formally organized consortia help to provide needed services to institutions and systematically and economically address an array of problems.

THE COLLEGE BOARD

Educational EQuality Project
Reference Number: 1072

The Educational EQuality Project (EQ) is a ten-year effort launched by The College Board in 1980 to help strengthen the quality of secondary education and to insure equality of opportunity for post-secondary education for all students. The EQ Project is concerned with all high school students and, employing the leverage of The College Board, works for the improvement of precollegiate education in general. At the same time, the Project is concerned with those students who are at particular risk in terms of preparation for, entrance into, and success in higher education.

The College Board itself is an association of some 2,500 institutions of higher and secondary education. School-college collaboration has been a major strategy employed by the Educational EQuality Project to achieve its goals. In 1983, the project initiated the "EQ Models Program for School-College Collaboration," a network of partnerships that explore and exemplify the variety of ways in which cooperation between higher and secondary education can serve to increase the number and diversity of students who succeed in higher education. Each model develops its own particular way of collaborating in specific efforts to enhance students' aspiration to, preparation for, and success in college. Successful efforts are intended to serve as demonstrations for other institutions of secondary and higher education.

The EQ Models Program is now at full membership—19 collaboratives that involve 125 school systems or individual high schools and 60 institutions of higher education. Carefully selected, the participants represent a broad mix of institutions, both public and private, and with respect to region, racial and ethnic composition, financial resources, and urban, suburban and rural location.

Certain characteristics are common to all models:

- Each represents a joint project between schools and colleges.
- Each undertakes activities for high school students considered "at risk" in terms of preparation for, entrance into, and success in college.
- Each focuses on activities aimed at improving the academic preparation of high school students, emphasizing academic matters such as curriculum and instruction.
- Each engages the expertise of high school and college teachers in significant ways and, as appropriate, other individuals such as counselors, administrators, parents, and other community members who can affect the academic achievement of students.
- Each shares with other participants its experiences and the results of its efforts in planning, training, and program development.

Twelve different institutional configurations are represented among the 19 members. The range is from a single school district working with one institution of higher education to extremely complex arrangements involving multiple school districts, multiple two- and four-year colleges and universities, and even local chambers of commerce.

Areas of activity of the collaboratives include student outreach and support, curriculum development, delivery, materials preparation, articulation, teacher professional development, parent and community outreach, and research.

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Associate Director for High School-College Collaboration
The College Board
45 Columbus Avenue
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PRISM

Philadelphia Renaissance in Science and Mathematics
Reference Number: 839

PRISM is an alliance of educational and cultural institutions, governmental agencies, corporations, the Philadelphia Federation of Teachers, and the School District of Philadelphia. PRISM's purposes are to stimulate interest in science and mathematics education, to assist teachers in increasing the effectiveness of instruction in science and mathematics, and to support the efforts of the School District to increase enrollment in these areas.

PRISM is an unincorporated, non-profit organization sponsored by the Committee to Support the Philadelphia Public Schools. Its activities are intended to increase resources available for instruction in mathematics and science through the creation of programs which have the potential to become financially independent. A small professional staff consults on program design, financing, and maintains a

quality control responsibility in relationship to PRISM supported programs.

PRISM supports a wide variety of programs, including: 1) The "PRISM Institutes," a 2-4 week program which focuses on a specific subject and provides 3-6 semester hours of graduate level instruction for participating teachers. 2) "LabLINKS" identifies public and private research and teaching laboratories which can be linked in a cooperative relationship with a school science department in support of instruction in science. 3) The "PATHS/PRISM Mini-Grants" are awards made to individual teachers or to groups of teachers to support innovative or experimental projects designed to enrich classroom experiences. 4) "PRIME," which provides educational opportunities to minority students in an attempt to encourage them to continue their educations at the university level. 5) The "PRISM Documentation Project," which is intended to develop a means of systematically gathering information useful for decision making and monitoring the activities of PRISM. 6) The "High Tech Talk Electronic Network (HTT)," PRISM's electronic mail, bulletin board, and teleconferencing system, which has 24 bulletin boards serving area professional organizations and special interest groups in mathematics, science, and computer science. In addition there is a data base of public domain instructional software for direct electronic distribution to members. 7) The "Philadelphia Teachers in Industry Program (PTIP)" offers public school teachers the opportunity to view first-hand the latest corporate-based applications of science and mathematics, and to bring this knowledge back into the classroom. The nine-month fellowship experience begins with a full-time placement at a host corporation. The teachers move on to a campus where they work on translating their industry experience into educational materials. Finally, the materials are field tested and evaluated in actual classroom settings, and prepared for dissemination. Each teacher receives a stipend approximately equal to that which could be earned through summer employment, and up to six semester hours of graduate credit.

Funding for PRISM programs comes from the PEW Memorial Trust, the Commonwealth's Benjamin Franklin Partnership through the Advanced Technology Center of Southeastern Pennsylvania, corporate contributions, the Carnegie Corporation, the Rockefeller Foundation, the Greater Philadelphia First Corporation, the Ford Foundation, and other public and private agencies and organizations. PRISM does not solicit funding from the public and does not provide total funding for any program.

CONTACT: Dr. Francis M. Betts III
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CLARION UNIVERSITY OF PENNSYLVANIA

Computer Orientation for Reshaping Education in Science (CORES)
Information Technology Education for the Commonwealth (ITEC)
Reference Number: 699

In 1982, the Pennsylvania Science Teachers Association conducted a survey that showed that the lack of appropriate teacher training made the use of computers in the classroom difficult. As a result, the statewide CORES program was established and funded by the Pennsylvania Higher Education Assistance Agency (PHEAA). CORES is a branch of the Pennsylvania Science Teacher Education Program (PA STEP) which offers a number of in-service opportunities for K-12 teachers and administrators. After its successful initial year of in-service courses, the Pennsylvania legislature saw the need to expand the service to all teachers and passed the Information Technology Education Act which led to the creation of Regional Computer Resource Centers. The goals of the Act were: to encourage orderly planning for the use of microcomputers and the application of microcomputers to the instructional programs of elementary and secondary school; improve teacher training in computer education; encourage school districts to acquire computer hardware; and assist school districts in the acquisition of appropriate computer software. CORES continues to offer inservice opportunities for science and mathematics teachers in many areas of computer utilization.

The 14 Regional Computer Resource Centers throughout Pennsylvania link seven universities, two colleges, one community college and four state intermediate units. Each Center's activities reflect the goals of the program. These activities focus on presentation of courses and workshops, review of grants, maintenance of software preview libraries, administrative functions, and other educational advisory services. A communication network between Centers provides for immediate access to communiques and announcements, exchange of electronic mail, and sharing of ideas and creative programs.

Courses are a major feature of the program. Tuition-free graduate courses in the educational application of computers are offered for elementary and secondary teachers. A regular program of workshops addresses identified areas of interest such as the use of computer graphics and specialized software evaluation. These activities are supported by an extensive software library located at each center. The Teacher Education Center at Clarion University is the statewide coordinator for the teacher in-service component.

Evidence collected from participants showed that: they were requesting and receiving microcomputers for their classrooms; they were assisting in the selection and purchase of software; they were using computers to assist in preparing grade reports, attendance reports, test banks, and other classroom management tools; and they were presenting in-service programs on the classroom applications of microcomputers to non-participants.

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Clarion University
Clarion, PA 16214
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SYRACUSE UNIVERSITY

Schools and University Partnership for Educational Responsibility (SUPER)
Reference Number: 1073

SUPER is a partnership between Syracuse University and 12 school districts. Its purpose is to promote constructive collaboration between the faculties of these institutions. The focus of the partnership is on disciplines rather than grade levels.

The permanent staff of SUPER consists of a director, who is a Syracuse University faculty member, and a part-time graduate assistant. The main efforts of this staff include building an information disseminating network, facilitating and publicizing programs, organizing the discipline area committees, and acting as a contact between individuals from the various faculties. The seven discipline area committees (Mathematical Sciences, Special Education and Technology, Gifted Students, English, Foreign Languages, Social Sciences, Science) design the SUPER programs. These committees consist of both University faculty and faculty from the participating schools. Half the committees are chaired by school faculty and half by University faculty. The committees are free to propose any kind of collaborative effort that they see fit. Most of the programs thus far have been either workshops or symposia. The dualism between schools and University within the committees insures projects that are both current in the field and applicable to the schools. This school-university make-up is also found in the Advisory Committee which governs SUPER.

Typical workshops may have a wide focus (such as problem solving and the new New York State mandated elementary science curriculum), or a more narrow concentration on topics of interest to a smaller group, such as the Special Education and Technology committee's program on communication intervention. Often, workshop size must be restricted for the benefit of the participants.

Another effort currently in the planning stage grew out of a series of committee meetings and general symposia put forward by the SUPER committee on gifted and talented students. This committee noted that the partnership established between faculties may also become a direct resource for the students themselves. Thus the committee, together with faculty from the University's computer department, are proposing the establishment of a computer network which will allow both high school faculty and students to request information from and establish a "link" to Syracuse University faculty. Workshops will be conducted to instruct students and faculty on the use of this special network.

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Syracuse University
Syracuse, NY 13244-1150
(315) 423-2101

WASHINGTON UNIVERSITY, UNIVERSITY OF MISSOURI-ST.LOUIS, WEBSTER UNIVERSITY, ST. LOUIS UNIVERSITY, SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE

International Education Consortium (IEC)
Reference Number: 698

The International Education Consortium is a clearinghouse for international materials, a source of educational opportunities for teachers, an initiator of conferences and programs, and a coordinator of events and services between schools, colleges, universities, and the community. Its major goal is to bring about an integration of international perspectives in the ongoing school curriculum.

The basic element in the IEC model is an intensive one-week summer institute for secondary teachers which focuses on significant international questions. This activity links these teachers to university professors who conduct sessions throughout the week. An additional focus in the program is the facilitation of in-service activities at the district and school level. Throughout the school year, IEC organizes programs using university faculty as resources. These programs provide intellectual growth for the high school faculty and are the vehicles for establishing sustained consultation relationships. These consultations are the major program activity for IEC during the school year. The consultations and the summer institute are supplemented with two, one-day workshops during the school year for all participating teachers. Additionally, non-member as well as member teachers are invited to one-day seminars directed toward specific disciplines.

Other projects of IEC are: a resource library for international education; publication of an international directory of faculty resources on university campuses in the St. Louis area; a newsletter which includes a calendar of international events as well as information on international issues and secondary schools.

A teacher reports, "Through participation in IEC, teachers are developing an international awareness and finding ways of incorporating these new perspectives into their various fields." A principal says, "The school-wide focus on global issues provided by participation in IEC has fostered greater interest and better communications among teachers and students of all the disciplines."

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St. Louis, MO 63105
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TENNESSEE STATE BOARD OF REGENTS

Tennessee State-Wide School-College Collaboration for Educational Excellence: A College Board EQuality Project
Reference Number: 50

Participants from 13 school-college collaboratives met at the College Board in November 1983 to share their experiences and define the role of their new network in achieving equity and excellence in education. Many types of school-college collaboratives at various stages of development were represented at the conference. Each collaborative was selected for its potential as a model or prototype that might be adapted to fit many settings. The next step for the collaboratives was to identify specific goals and the individuals responsible for particular activities. The collaboratives agreed to exchange information and to continue regular meetings. The College Board agreed to continue to perform a linking function. The EQuality project has, since then, added more collaboratives to the network.

One such addition was the Tennessee State-Wide School-College Collaborative for Educational Excellence which was initiated in 1985 to improve academic program quality at all educational levels by focusing on improving the academic preparation of students who graduate from high school and enroll in collegiate institutions. The "Basic Academic Competencies and Subjects" defined by the College Board's Project EQuality have been adopted as the operational definition of minimum preparation for college-level work. The Collaborative affects all of Tennessee public education and all activities involve personnel from both college and K-12 levels. Activities include teacher in-service, disciplinary task forces, teacher training projects, reporting assessment data from colleges to high schools, workshops for administrators, revision of high school and college curricula, and a Collaborative newsletter.

The Tennessee State Board of Regents reports that in its initial months of existence, the Collaborative has raised the consciousness among educators at all levels of the need to actively address the issue of improving students' academic performance. The Project EQuality competencies provide a measurable criterion of progress and a standard for curriculum design and assessment. They further report that one of the most valuable immediate benefits has been the establishment of a forum and a network for ongoing dialog concerning mutual concerns between college and high school teachers.

(See The College Board, Reference Number 1072, for further information.)

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UNIVERSITY OF WISCONSIN-PARKSIDE

Educators' Consortium for Excellence in Southeastern Wisconsin
Reference Number: 688

The first major project for the Educator's Consortium for Excellence in Southeastern Wisconsin was to open the Regional Staff Development Center in 1985. The member institutions of the Center are 20 Racine and Kenosha County school districts, Gateway Technical Institute, Carthage College, and the University of Wisconsin-Parkside. Activities are coordinated by a permanent director and four Center Associates. The Associates are experienced classroom teachers on one-year leaves from their districts who develop their own professional skills while facilitating programs for their colleagues.

Some ongoing projects of the Center include: 1) publishing a monthly newsletter, *Center Exchange*, which provides information on regional resources and professional development opportunities; 2) grant-writing teams of University and secondary school faculty who work together on grants from the National Endowment for the Humanities and the National Science Foundation; 3) alliances among educators in the same academic discipline (e.g., chemistry/physics, social studies, math, music, etc.) which establish close professional ties among middle level, secondary, and postsecondary faculty; 4) mutual interest groups such as early childhood teachers, new teachers, exceptional education teachers, librarians/AV specialists, and middle level educators bring people together across buildings, districts, and institutions; and 5) study groups, such as cross-cultural, brain growth and learning, and beginning teacher study committees continue to explore issues and models before launching pilot projects.

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BOISE STATE UNIVERSITY

Boise Schools Partners in Education
Reference Number: 690

The Partners in Education (PIE) program, is a three-way partnership between Boise public schools, area businesses, and Boise State University. Currently there are 25 school-business-university teams working in elementary and secondary schools in Boise. The purposes of the partnerships are to assist the schools in a variety of identified areas and to gain additional visibility for both businesses and Boise State University in the local schools.

Individual schools and their community partners develop activities at their own pace, consistent with their needs and resources. For example, businesses may provide employees with release time so that they may serve as tutors and guest speakers, sharing skills, career insights, and life experience with students.

In the pilot program, some teachers benefited from in-service training in time management and computer skills. Other benefits resulted from sharing materials and expertise in fund-raising projects. Boise State acted in an advisory capacity as well as involving University faculty and students in several of the projects.

Boise State University reports that the program provides the mechanism for bringing the "outside" world into the schoolroom. It also means a broader audience for positive school efforts, an exchange of new ideas, a better understanding of other viewpoints, and a more realistic picture of the business community.

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UNIVERSITY OF CENTRAL ARKANSAS

Arkansas Educational Renewal Consortium
Reference Number: 862

The Arkansas Educational Renewal Consortium is part of the National Network for Educational Renewal which came into existence as a result of efforts by John Goodlad to effect change in teacher education and the public schools as described in *A Place Called School*.

The Arkansas Educational Renewal Consortium consists of two universities and nine school districts that work together in a partnership arrangement to address major issues and problems in Arkansas education. A governing board for the Consortium consists of nine superintendents and two college deans. The work of the partnership is accomplished through various task forces appointed by the Governing Board. Joint projects include in-service, preservice, curriculum instruction, and research activities.

Each participating school district is involved in a renewal process through which committees of staff members and patrons, on a school-by-school basis, identify and act upon issues and problems that they deem to be critical. Central to the renewal project is a system of planning that gives teachers a role in decision making, building a commitment to locally designated goals, and the encouragement of dialogue and collaborative solutions to the problems.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Brigham Young University	861
California State University, Chico	37
Grand Canyon College	943
Itawamba Junior College	34
Long Island University Brooklyn Campus	833
Long Island University, Brooklyn Campus	834
Oregon State System of Higher Education, Teaching Research Division	430
Philadelphia Alliance for Teaching Humanities in the Schools	1059
University of Alabama at Birmingham	696
University of Hawaii at Manoa	863
University of Missouri-St. Louis	835
University of Oregon	687
University of Philadelphia-College of Pharmacy & Science	695
University of Toledo	55
University of Virginia	858
University of Washington	686
University of Wisconsin-Parkside	689
Winthrop College	694

COORDINATION OF COLLABORATIVE ACTIVITIES

Introduction

Some partnerships have been created to serve as "umbrella agencies" to coordinate a wide range of cooperative programs and services. Included in these collaboratives are activities such as: programs to foster cross-cultural understanding and integration of non-English speaking families and students into their communities and schools; special colloquiums for students that focus on enrichment in particular disciplines; workshops and regional conferences for school and college faculty and school administrators to foster professional growth, improve working relationships, and promote curriculum development and research and evaluation on effective teaching and learning; centers to coordinate faculty exchange and make speakers available to schools from campuses and the business community; services to assist schools in searches and hiring decisions; and agencies to coordinate the sharing of resources and facilities. Not only do such programs help to address current needs, they brighten the prospects for the future through greatly improving the overall communications among institutions and agencies within communities and breaking down longstanding walls of isolation and mistrust.

INDIANA UNIVERSITY OF PENNSYLVANIA

IUP/ARIN/Public Schools Partnerships in Education
Reference Number: 903

In response to President Reagan's proclamation of 1983 as the National Year of Partnerships in Education, the President of Indiana University of Pennsylvania, the Dean of the College of Education, the Executive Director of the ARIN (Armstrong and Indiana) Intermediate Unit, and the 11 superintendents of the school districts in Armstrong and Indiana Counties met to discuss ways to develop linkages with higher education, basic education, and the community. They formed the Partnership Steering Committee, charged to identify ways to pool resources to improve the educational process.

The Steering Committee has initiated over 40 projects involving IUP departments, the Intermediate Unit, and the 11 school districts. A sampling of some of these include:

1) "ARIN-IUP Mentorship Project" where IUP faculty in mathematics, biology, physics, chemistry, and computer programming act as mentors for high ability tenth-, eleventh-, and twelfth-grade students.
2) "China Outreach Project for Indiana Area Schools (COPIAS)," provides the opportunity for students to learn about Chinese culture and language.
3) The University School offers the opportunity to mainstream children enrolled in ARIN "Intermediate Unit's Special Education Programs." Operated by IUP, the faculty consists of both public school certified teachers and University professors and has access to IUP's School of Education and Departments of Special Education and Speech and Language.
4) "IUP-Indiana County Schools English Co-Teaching Project," an in-service training program for English teachers, provides opportunities for teachers to increase the knowledge of current teaching methodologies. Teachers work with IUP faculty on a weekly basis.
5) The "Economic Education Foundation (EEF)," a partnership among business, education, and community groups, was formed in response to teachers' interest in the Private Enterprise Market System in the high school curriculum. EEF sponsors workshops and seminars for area high school teachers and is funded by local businesses and industries.
6) "Technology Enhanced Activities in Mathematics and Science (TEAMS)," provides in-service training to help teachers upgrade their teaching programs, illustrating changes in modern science, mathematics, and technology. This program has received past funding from the NSF and by an ECIA Chapter 11 grant.
7) The "Principals Assessment Center," a part of IUP's School of Education, is designed to objectively evaluate potential principal candidates, and aid school districts in making hiring decisions. It is one of a network of 27 centers across the country developed through the efforts of the National Association of Secondary School Principals.

Partnerships in Education is supported by IUP, ARIN Intermediate Unit, school districts, and the business community. The largest source of financial support has been grants from state and federal governments.

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NORTHEASTERN UNIVERSITY

Urban Schools Collaborative Office (URSCO)
Reference Number: 855

The Urban Schools Collaborative Office was established in August of 1975 in response to the court ordered desegregation plan issued by United States District Court Judge W. Arthur Garrity, Jr. Known as Phase II, the plan formally and systematically involved 25 collegiate institutions, including Northeastern, in the public school desegregation process.

Northeastern has assumed responsibility for collaboration with Madison Park High School, the Phillis Wheatley Middle School, and the elementary, middle, and East Boston high schools in District D. Northeastern faculty members, administrators, staff, and students are involved in a wide variety of programs and services under the

pairing program, including: curriculum development in math, reading, English, Spanish, social studies, science, bilingual education, home economics, music, physical education, and theater arts; teacher training and administrative and staff development programs; parent involvement services and workshops; out-of-school learning experiences; and assistance through the use of Northeastern's printing, music, and physical education facilities.

A number of other programs are funded under Chapter 636:

1) Three prototype programs, "Blackstone Mainstreaming Model," "Quincy/ Harvard-Kent Mainstreaming Enrichment Program," and "Mainstreamed LEP Student Support Program," are being implemented at schools in District D which have large bilingual and limited English proficient (LEP) student populations. These programs are designed to enhance the integration process by bringing together LEP students with English proficient students for activities which promote positive interaction and cross-cultural understanding, improve language skills, and increase the participation of LEP students in regular school programming. They also provide support to mainstreamed LEP students through direct tutoring and staff development activities aimed at assisting in language skills development.
2) The Northeastern University/Madison Park High School Home Base School, a separate "school within a school" program established at Madison Park High School, serves students who have had problems adjusting to the larger school environment and who require guidance and social service counseling in addition to academic instruction.
3) The "Computer in the Community/Madison Park High School" program involves the use of the computer as a tool for community outreach, career education, and skills acquisition. It is a collaboration between the Math and Business Education Departments with Northeastern consultant support to teach students to use available computer software for community based projects and realize the practical application of computers in their lives.
4) The "Madison Park/Northeastern University Biology Buddy Program," begun ten years ago, enables Madison Park High School juniors and seniors to enroll in freshman biology and chemistry courses at Northeastern. This program is coordinated by a Northeastern biology professor and the MPHS Science Department Head. High school students are provided support services, tutoring, and mentoring by a Northeastern science student, both before and during the courses.

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UNIVERSITY OF MASSACHUSETTS-AMHERST

Coalition for School Improvement
Reference Number: 844

The Coalition is a partnership between 25 school districts from demographically diverse regions of Western Massachusetts and the School of Education, University of Massachusetts-Amherst. It was formed to identify successful school practices and to monitor their effectiveness in solving problems that hinder student learning. The Center for Curriculum Studies in the School of Education serves as the coordinating agency.

In January 1985, 55 school districts in western Massachusetts were invited to apply for membership in the Coalition. Twenty-six elementary and secondary schools from rural, suburban, and urban communities submitted applications. A committee consisting of members from public schools and the University selected the final group. In order to permit frequent visitation and quality responses to consultation requests, only 11 of the schools were selected for membership. The 15 other applicants were invited to become affiliate members and to attend major staff development seminars.

The guiding purposes behind the Coalition are: to increase the effectiveness of public schools by raising the level of student learning; to increase the effectiveness of teacher preparation in the School of Education; to develop the conditions in school and nonschool settings that foster increased learning, with particular attention to those students who do not have a history of academic success; to generate useful research findings, policies, and practices that assist schools to improve; and to develop a model school-university partnership, adaptable to other settings, that will work to solve persistent problems in education.

The Coalition works together in several interrelated ways to accomplish these goals: 1) Study Teams, consisting of public school teachers, University faculty, and Coalition staff, investigate educational problems of interest to participating schools. 2) As the Coalition model is refined, activities are documented so that the partnership model can be used in other parts of the country. 3) Baseline data about student learning in participating schools is gathered so changes in student behavior can be traced while strategies for improvement are being implemented. 4) Teachers from different Coalition schools correspond for the purpose of sharing information, ideas, and resources. Inter-school sharing serves to develop a network of collaboration.

The Coalition sponsors two "Staff Development Seminars" each year. Participants from member schools work closely with leading scholars in a morning session, and representatives from other schools and the University join the group for presentations in the afternoon. The seminars provide opportunities for the Coalition and guests to discuss important topics of concern, and gain information and insight from national leaders.

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WESLEYAN UNIVERSITY

PIMMS, CAUSE, Educational Studies Program, the Junior Science and Humanities Symposium, Upward Bound, The Center for Creative Youth
Reference Number: 942

As an investment by the University in public education, Wesleyan University offers six programs:

1) The Project to Increase Mastery of Mathematics and Science (PIMMS) was founded by a group of Connecticut educators and

businesspeople to improve the teaching of mathematics and science in the state's public schools. With a budget of over $500,000 (provided by various businesses and industries in Connecticut and by local, state, and federal funds), PIMMS projects include new curricula for the schools, summer institutes at Wesleyan, "Multiply Your Options" conferences for girls, and academic year counseling and workshops. Over 150 elementary and secondary teachers are now served by PIMMS.

2) Community and University Services for Education (CAUSE) was founded in 1968 to provide cooperative programs between Wesleyan and area schools. There have been 40 CAUSE programs which are exemplified by the "Middletown Enrichment Summer School" (three years), mini-grants to area teachers for special school projects (ongoing), and the Wesleyan High School Seminar Series. The latter, now in its 17th year, provides 100 honors-English high school students from five area schools with an enriching, thematic semester of readings, lectures, and films, team-taught by high school faculty and six Wesleyan professors.
3) The Educational Studies Program is designed to encourage undergraduates of outstanding ability to consider teaching as a career. The program qualifies 25-30 students annually for teaching certificates. Although many are not pursuing certification, over 300 students take courses in the program.
4) The Junior Science and Humanities Symposium brings together nearly 200 of the state's top junior and senior high school students each spring for talks by eminent scientists and humanists who present their own research results and for tours of scientific laboratories.
5) The Upward Bound program, like other such programs, exists to motivate poor and minority students who have the potential for achieving success in college but are not achieving in their high schools. Wesleyan University's Upward Bound program has been cited by the U.S. Department of Education as one of the most innovative and effective programs in the country.
6) Wesleyan provides facilities for The Center for Creative Youth (CCY) which draws nearly 200 artistically talented high school students for a month-long summer residency on campus to study with professionals in the Center for the Arts.

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CORNELL UNIVERSITY

Cornell Committee on Education and the Community (CCEC)
Reference Number: 1

The CCEC began as a group of Cornell University faculty and staff who engaged in a series of public meetings designed to respond to concerns for education in the community. The committee expanded in 1984 to include a teacher and an administrative representative from eight local school districts. A main objective of the committee is to develop a model whereby major research institutions can play an active supportive role in public education.

There are five programs the CCEC supports: 1) Through the enrichment and expansion program, workshops and mini-courses are developed for area students in cooperation with the area Board of Cooperative Educational Services (BOCES). 2) Scholarships are awarded to contribute to the in-service education and professional growth of area teachers. 3) Cornell scholars willing to give lectures or demonstrations in their area of expertise are maintained in a "Speakers Bureau" list. 4) Surplus research and instructional equipment donated by various Cornell departments are made available through the "Equipment Distribution" program. 5) The "Visiting Fellow Program" involves a local teacher as a Fellow formally associated with a Cornell department. It provides the teacher a chance to become a member of the Cornell academic community and as such is able to participate in seminars and special projects.

Recent developments in the series of programs include: programs in mathematics and foreign language instruction which are in-service courses, and workshops designed to meet the needs of local school teachers and enrichment events for school administrators.

Cornell reports that the benefit of the partnership has been two sided. University faculty have developed a greater sensitivity and awareness of the problems precollege teachers encounter, and local school educators have become increasingly confident in viewing Cornell as an educational resource they can turn to with confidence.

Like many partnerships, the ultimate benefactor is the high school or elementary school student. As one participant reports, "The 100+ students whom I will teach this year will certainly benefit from my experience at Cornell this summer. I've considered some new ideas, found support for some old ones of my own, but most important, found my enthusiasm for teaching writing re-kindled."

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BEREA COLLEGE

High School-College Cooperative Learning Program
Reference Number: 948

The High School-College Cooperative Learning Program began in 1983 through a grant from the Andrew W. Mellon Foundation. Program activities, currently taking place in ten counties, include: weekend workshops in the liberal arts involving college faculty, high school teachers, and students; in-service workshops for teachers; semester-long consultants' program where college faculty members teach along with the high school teacher; a "Foxfire" consortium with Eastern Kentucky teachers; Academic Alliances; and attempts at forming a multi-district consortium in foreign language. In addition, teachers from a wider area—the Appalachian Territory—are invited to share in a seminar program offered in a variety of subject areas.

The Mellon Seminars, as the seminar program is called, bring together teachers and scholars for a two-week period in the summer to allow for leisurely exploration of ideas leading to a strengthening of knowledge and skills. The seminars are primarily designed to attract teachers with a wide range of experience and a varied background in education so that the learning is cooperative and communal. Berea professors and visiting faculty lead discussions and

coordinate activities. Participants, designated as Mellon Fellows, are accepted on the basis of interest in the program.

The basic aims of the Program are to establish a cooperative learning relationship between the College and high schools in the area and to recognize and celebrate outstanding teachers in the basic academic subjects in order to encourage renewed enthusiasm for liberal learning. A participating teacher said of the program, "We must be knowledgeable to some degree in all areas. To be a role model for a student we must know more than one aspect. This seminar has awakened and revitalized my intellectual curiosity and stimulated my desire to be a great teacher."

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UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Network for Excellence in Education
Reference Number: 841

The Network for Excellence in Education directs numerous projects devoted to teachers and students of science and mathematics.

Projects include: 1) research seminars for high school teachers of science and mathematics, where University of California, Santa Cruz (UC-Santa Cruz) faculty members discuss their current research activities with local high school and community college teachers and explore opportunities for incorporating such research in high school science instruction; 2) the "Monterey Bay Area Mathematics Project," a five-week summer workshop followed by monthly meetings during the school year, during which teachers (K-12) address many important aspects of precollege mathematics education; 3) the "Monterey Bay Area Mathematics Diagnostic Testing Project," a state-funded, voluntary program for testing student achievement in secondary-level mathematics courses; 4) the precalculus videodisc project (funded by the National Science Foundation), in which high school teachers are collaborating in the development and testing of a series of interactive videodiscs for high school students of mathematics; and 5) the "Life Lab Elementary Science Program," where UC-Santa Cruz, in cooperation with the nonprofit Life Lab Science Programs, Inc., initiated a program of field-testing the Life Lab Elementary Science Program, developing new curricular materials for that program, and conducting advanced Summer Institutes for experienced Life Lab teachers. The National Science Foundation funded the first phase of this work, which was conducted during 1986-87.

One of the more extensive projects in which Network staff participates is the Public School Foundation of Santa Cruz County, Inc., a community-based, county-wide, nonprofit corporation. The development of the Foundation was motivated by the need to create new opportunities for members of the campus community to share their knowledge and experience with students in local schools.

The Foundation has initiated a variety of programs. The "Schools Plus Community Mentors" program provides the opportunity for UC-Santa Cruz resource people to conduct short-term presentations, performances, and workshops in local schools. Other program areas are "Schools Plus Special Projects," which coordinates such projects as sponsoring a regional conference on school drop-outs, and "Public Communications" which includes a periodic newsletter, press releases, and other communications activities. The Foundation also awards mini-grants to local teachers through "Schools Plus Enrichment Grants." Activities currently underway include working with a consultant for external evaluation of the program, and assessing an invitation to manage a scholarship fund bequest for Santa Cruz High School.

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SAN DIEGO STATE UNIVERSITY

Hoover High School/San Diego State University Model Demonstration Center
Reference Number: 479

The Hoover/SDSU on-site program features a clinically-based teaching model aimed at developing specific, exemplary instructional and evaluative skills and classroom management techniques. It is supported by a formal partnership agreement between the school and the University, signed by the University president, school superintendent, and principal, and approved by the school board. Its purpose is to provide extensive preservice preparation and in-service staff development for participants in teacher education, counselor education, and educational administration. It fosters a mutual exchange of expertise, concerns, and interests between the school and the University.

San Diego State University faculty members contribute to curricular and instructional developments at the school while working with students and teachers in various academic areas and supporting an active community-school network.

The goal for the coming year is to place an additional emphasis on a variety of teaching and learning styles through a study of secondary school programs and to support the implementation of mastery learning, magnet school curricula, and California's Model Curriculum Standards adopted in 1985. Integral to the success of the program is the expanding involvement of the University in the Center. The San Diego State University Student Affairs Division will be providing services to help ease the transition of students from high school to college and will encourage setting goals for higher education. The Academic Affairs Division will be offering special lectures and consultancies and will be working directly with Hoover faculty and the administration in collaborative efforts designed to benefit both University and school faculty and students.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Chapman College	528
Creighton University	735
Indiana University at South Bend	691
Indiana University-Purdue University at Indianapolis	853
North Carolina State University	727
Rutgers University	1030
Saint Olaf College	857
Southern Illinois University at Edwardsville	851
SUNY at Cortland	843
University of Delaware	1071
University of Illinois at Chicago	852
University of Maryland, Baltimore County	859
University of Massachusetts	846
University of Missouri, Kansas City	544
University of Nebraska at Omaha	854
University of North Carolina at Greensboro	1061
University of Tennessee, Knoxville	893
Western Connecticut State University	840

NATIONAL WRITING PROJECT

Introduction

What began in the mid '70s as a local program to address the well-publicized crisis in the teaching of writing in the schools, has since expanded to include more than 140 sites across the country. The National Writing Project, as it is now called, has received major support from the National Endowment for the Humanities, the Carnegie Corporation of New York, and the University of California, Berkeley. Directors of local projects solicit monies from local foundations, school districts, universities, and state legislatures. While the ultimate goal is to have a major impact on the improvement of student writing, the growth of the teacher as a professional is central to the mission of the NWP. "Teachers in the project are viewed as professionals, with their own areas of professional expertise, their own successful classroom experiences to report, and their own contributions to make to the improvement of their fellows. . . . This shared responsibility for improved teaching may be the theme of a new and exciting professionalism . . . " [from the Editorial, *English Education*, Spring 1979]. The abstracts that follow provide representative examples of a project that has turned into a genuine national movement.

UNIVERSITY OF OREGON

Oregon Writing Project/National Writing Project
Reference Number: 701

The National Writing Project began in Berkeley, California in 1974 as the Bay Area Writing Project. It now includes more than 140 projects in 44 states and abroad which have adopted the University of California/Bay Area Writing Project model.

Essentially a staff development program, the National Writing Project (NWP) believes that the key agent in educational change is the teacher. As a first step, therefore, NWP site directors, in conjunction with schools and individuals, identify master teachers of writing in their geographic areas from all levels of instruction, elementary school through university. They then bring these master teachers together on university campuses for intensive four- to five-week Summer Institutes. After completion of the Summer Institutes, these trained NWP Teacher/Consultants conduct staff-development workshops during the academic year in their schools and districts to train teachers of English and other disciplines in new methods to improve writing. In addition, they may meet periodically as a group to renew and extend the advances of the summer. Thus the NWP model is a grass-roots program with built-in mechanisms for ongoing teacher support and for extension of benefits to an ever-widening circle of teachers and students.

The Oregon Writing Project, established in 1978, is one of the earliest affiliated sites of the National Writing Project. Primary activities include annual summer workshops for experienced writing teachers in English and other content areas. Additional activities include conferences and in-district workshops. As reported by the University of Oregon, the success of the NWP model is the result of following two principles: 1) selecting experienced teachers to teach and share with each other in workshop settings, rather than relying only on lectures and outside consultants; 2) requiring writing teachers to write, so that they rediscover and maintain positive attitudes toward the importance of composition and their own writing capabilities.

Evidence is mounting that the NWP model can be adapted for staff development in disciplines other than writing. In California, for instance, the success of the state-wide writing project has encouraged similar staff development institutes and in-service teams in mathematics and science.

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UNIVERSITY OF SOUTHERN CALIFORNIA (USC)

USC/California Writing Project
Reference Number: 659

The USC/California Writing Project is a site of the California and National Writing Projects. As with other National Writing Project programs, it offers teachers an opportunity to become more proficient at teaching their students to write. Project teachers write, examine the writing process, and study the latest research, theory, and practice in the teaching of writing.

The focus of the USC/California Writing Project is a Summer Institute. During the Institute, teachers meet from 9 a.m. to 3:30 p.m. four days each week. They write frequently and meet together in writing groups to listen to and respond to one another's writing. They demonstrate techniques they have found effective, study with experts in the field of writing, and work on ways of adapting research findings for use in their classroom. Teachers return to their schools having discovered the theory underlying the sound teaching of writing and prepared to implement what they have learned. In addition to the Summer Institute, USC/California Writing Project conducts staff development workshops for Los Angeles Unified School District teachers and has held special seminars and workshops for teachers of Advanced Placement English students.

USC selects applicants for the Summer Institute based on teachers' commitment to teaching writing, openness to new ideas, and willingness to accept the professional responsibility of sharing their expertise with their colleagues. The Project particularly encourages applications from teachers of minority and non-native students. Teachers who are selected receive an expense stipend and may choose to earn continuing education credits.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number	Institution	Reference Number	Institution	Reference Number
Cleveland State University	707	Oakton Community College	718	University of Michigan, Dearborn	712
Georgia Southwestern College	703	Pembroke State University	709	University of Missouri, St. Louis	772
Henderson State University	704	San Diego State University	771	University of Southern Mississippi	711
Louisiana State University	702	Truman College	715	University of Wisconsin	705
Monroe Community College	716	University of California, Davis	806	Western New Mexico University	713
North Carolina State University	706	University of California, Santa Cruz	700	William Paterson College	714
Northern Kentucky University	708	University of Chicago	717	Winthrop College	710

TUTORING PROGRAMS

Introduction

Programs in this group provide a wide range of important services and benefits for both the schools and postsecondary institutions, often at little real expense to either group. Included are programs which provide internships for college undergraduates and opportunities for community members to volunteer to serve as one-on-one tutors, lab assistants, guest lecturers, and teaching assistants. Such programs are bringing thousands of college students and community volunteers into the schools providing them with opportunities to reinforce teacher instruction, integrate theory with practical field-based experience, and to explore teaching as a career.

UNIVERSITY OF SOUTHERN CALIFORNIA

Joint Educational Project
Reference Number: 930

The Joint Educational Project (JEP) was initiated as a service-learning program contributing to the enhancement of education in the community. While promoting the academic development of university students who learn through teaching, the Project also involves students in participant observation, and practice of their communication skills. JEP serves as a broker between schools and university courses wishing to include an experiential component. While schools provide on-site coordination and monitoring, student recruitment and training are provided by the JEP office. Requests for assistance originate at the school which insures that the services provided address perceived needs.

After nearly 15 years in operation, JEP has placed more than 20,000 students from the University in community schools. Students from more than 70 classes in 25 different departments on campus participate. Each course is treated independently to insure that students are assigned to the kind of tasks that will promote academic objectives. Students from a social problems course, for example, are placed in situations which will make optimal their opportunities to observe the problems inherent in the lives of urban dwellers. Students from a Spanish course are matched with non-English speaking immigrants from Mexico and Central America. Students from a business law course are asked to work together to prepare and present a series of lessons in a high school classroom on consumer law dealing with such issues as tenant rights and buying used cars.

The University of Southern California reports that it is convinced students can be quickly and effectively trained to work in local schools providing a greatly needed service; in turn, academic benefits are accrued to University student participants.

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UNIVERSITY OF AKRON

The Kenmore Project
Reference Number: 927

The Kenmore Project started in the fall of 1984 under the direction of Harry Jordan, principal of Kenmore High School, and Hal Foster, associate professor of English education at the University of Akron. The special focus of the project is on the teaching of writing using college student interns to support the high school writing curriculum.

As part of his course in "Instructional Techniques in English," Foster and his students meet at Kenmore High School in Akron, Ohio once a week. While at Kenmore, they observe English teachers, tutor students, grade papers, meet with groups of teachers, meet with Foster, and lead small group discussions. Each college student is placed with an English or reading instructor for an entire semester to observe teaching practices, evaluate writing, and to confer one-on-one with students about their papers.There is an emphasis on the relationship between the practice demonstrated in Instructional Techniques class and the practices witnessed and attempted at Kenmore.

Another aspect of the project is a writing lab at Kenmore where high school students can receive individual help with writing problems. The lab is staffed by students from the "Instructional Techniques" class and teachers who volunteer to work one period each day. The lab is not remedial, and it is optional for students to seek help.

The National Council of Teachers of English declared the Kenmore Project a Center of Excellence for 1985-86.

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SAINT MARY'S COLLEGE OF MARYLAND

Saint Mary's Partnership for Academic Resource Collaboration (SPARC)
Reference Number: 926

Through the SPARC program, undergraduates from Saint Mary's College tutor public school students, grades K-12. The major purposes of the program are to provide academic enrichment and remediation to students in the public schools and to enable Saint Mary's students to gain practical experience in groups and individually with school-age students under the guidance of college and school faculty.

It also gives the College undergraduates the opportunity to earn up to four credit hours of independent study credit.

Approximately 15-20 college undergraduates participate in the SPARC program each semester, each tutoring one or more public school students for a minimum of three hours a week. Assistance from tutors has been requested by public schools in several subject areas. For example, tutors help groups of students improve their writing skills by suggesting ideas on how to develop a paragraph. Tutoring in mathematics involves preparing individual students for the Maryland State Department of Education Functional Math Test and Algebra I. In social studies, tutors assist students in organizing and writing research papers. A "homework hotline" makes tutors available in the evenings to answer questions or refer students to a content area expert. As library media assistants, tutors assist the media specialist in filing catalog cards, shelving books, processing materials, as well as spending time reading to children and helping them with book selections.

Saint Mary's College reports that the SPARC program has at least three benefits. First, it generates increased opportunities for public school students to receive academic enrichment and remediation. Second, it offers the school an additional supply of well-educated teacher aides. Third, it provides College undergraduates with a practical, field-based experience and allows them to explore an interest in, and aptitude for, teaching as a career.

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ARIZONA STATE UNIVERSITY

Volunteer Partners Program
Reference Number: 932

Under the direction of the College of Education at Arizona State University, the Volunteer Partners Program solicits, trains, places, and evaluates retired people as volunteers in public schools. Partnerships are formed between individuals who enjoy helping children learn and grow and school districts that are interested in using the skills of volunteers. Currently, nearly 300 volunteers work in elementary and secondary Phoenix-area schools.

The volunteers are used to reinforce and enrich teacher instruction with individual students and small groups. Many volunteers spend one or two half-days a week in classrooms listening to children read, reviewing math with small groups, helping individuals write reports, and assisting in science labs. Others teach English to non-English speaking students. A few come as guest speakers to present a unit of study.

Arizona State reports that the program benefits all concerned. Those students who were tutored by the volunteers made significantly greater gains on the California Achievement Tests Scales Scores than similar students from the same classrooms who did not have the extra assistance. After several months of working with students, the volunteers reported an increase in personal activity level, as well as decreased boredom. One volunteer states, "Participating in the Volunteer Partners Program has renewed my enthusiasm. Working directly with boys and girls on attainable goals is refreshing and invigorating." An Arizona State University spokesman reports that the favorable publicity and interdisciplinary research opportunities more than offset the costs of the program to the College of Education and the University.

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Other Non-Abstracted Programs in This Category

See Complete Alphabetical Listing For More Information

Institution	Reference Number
Arizona State University	931
Goucher College	929
Hope College	393
Rutgers University	928
Virginia Military Institute	40

MISCELLANEOUS

Introduction

This collection of cooperatives programs defies easy categorization, but includes significant and creative activities bound to be of interest to many educators. They include awards for excellence in teaching, assistance to adults wishing to complete high school, cooperative information retrieval systems, methods for improving access by schools to art collections and libraries, arrangements to share and make better use of educational facilities and resources, and programs to develop student leadership skills and enhance their interest in particular topics areas, issues, or fields of study. Also included in the examples selected are collaborative practices focusing on staff development, instructional material design, curriculum development, testing and evaluation, and services to help schools locate top administrative talent.

OHIO STATE UNIVERSITY

The Ohio Early College Mathematics Placement Testing Program (EMPT)
Reference Number: 1076

The Ohio EMPT Program is an opportunity for high school juniors to take a version of a university mathematics placement exam administered in their local high school. The purpose of the EMPT Program is twofold: to inform high school juniors of their present level of math proficiency, and to compare those levels to college entrance requirements. Test results and associated information about specific college mathematics requirements can be used for counseling purposes by high school guidance counselors, mathematics teachers, parents, and students. Fundamentally, the Ohio Early College Mathematics Testing Program is an attempt to deal more directly with the problem of remediation at the college level by giving students an accurate description of their mathematics competency while they still have another year in high school to schedule appropriate college preparatory mathematics courses.

Remedial courses at the high school are seen as preferable to college remedial courses for several reasons: in college, courses are "review" courses taught at an accelerated pace, while a slower pace is possible in the high school; remedial courses in college are merely duplicating the high school curriculum, thereby wasting resources; and students needing remediation in college may be delayed from graduation from college by as much as a year.

In order to participate in the EMPT Program, high schools apply to Ohio State University and agree to provide: suitable space, time, and proctors to administer the exam; a contact person to facilitate the procedure of getting answer sheets back to Ohio State; and opportunities for counselors and mathematics teachers to counsel students regarding appropriate senior-year mathematics courses. The Board of Regents funds the sending of individualized reports to each student and a summary report to high schools indicating students' projected college math placement and identifies the remedial math courses that would be needed at the students' interested college or university. The report also gives students information about the mathematics curriculum at their choice of college or university, as well as the mathematics requirements of two college majors selected by the students.

Aside from the obvious benefits of the Program for addressing the problem of remediation at the college level, Ohio State reports that the Program is fostering a feeling of good will between college mathematics departments and high schools throughout the state. In addition, significant high school curriculum revision has been initiated as a direct result of EMPT.

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UNIVERSITY OF NORTH DAKOTA

Academic Skills Project
Reference Number: 1075

The Academic Skills Project is a collaboration of seven high schools in North Dakota and Minnesota and the University of North Dakota (UND). Its goal is to improve the academic skills—reading, writing, mathematics, and general study skills— of both secondary and postsecondary students. The purpose of the Project has been to give secondary teachers, college teachers, and students a better understanding of the necessity for the teaching and learning of academic skills at both levels of education. Approaches have included assisting in adapting courses of study, curriculum, and teaching strategies with college preparation in mind.

The Academic Skills Project works through a Project Team, Task Forces, and an Academic Skills Resource Center. The Project Team consists of representatives from each participating high school and key University faculty and staff, who serve as an "advisory committee" for the Project and as a forum for school-university discussion about academic skills. Individually, team members serve as communicators and change agents in their schools and areas of the University.

Three Task Forces have operated during the project: Reading and Study Skills, Writing, and Mathematics. A faculty member from UND and a teacher from one of the participating schools have headed each Task Force. These working groups have developed, collected, and disseminated materials and strategies that have helped teachers assist students at both the high school and college levels. Specific activities of the Task Forces include: 1) seminars and workshops, 2) demonstration projects, 3) consulting assistance to teachers and

faculty members, and 4) materials and approaches for classroom use.

An Academic Skills Resource Center houses materials and resources developed and collected during the Project. The Center serves as a regional clearinghouse for schools and colleges on academic skills. The Project serves as a general resource for teachers and administrators at participating schools and the University. A description of the skills expected of students at the point of transition from high school to college has been developed by each Task Force. Each year the Project funds the development of exemplary approaches to teaching academic skills which are described in packets available from the Resource Center. Teachers and faculty members can request written and audiovisual materials related to academic skills including articles, texts, teaching materials, and exemplary approaches.

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EASTERN MICHIGAN UNIVERSITY

Michigan Youth Leadership for Action Program
Reference Number: 1016

The Michigan Youth Leadership for Action Program is a joint project of Eastern Michigan University and the Constitutional Rights Foundation (CRF). Initiated in January 1985, the project is designed to develop the leadership skills of 50 high school students each year. This is the first campus-based, law-related education program of the CRF and the first in Michigan.

Specific objectives of the Eastern Michigan University/Michigan Youth Leadership for Action (EMU/MYLA) Program are: 1) to develop skill and design strategies that will help students demonstrate leadership in their high schools; 2) to increase student knowledge of business, governmental, and public service organizations; and 3) to engage students in community activities that will develop an understanding of the value of citizen participation as a vehicle for improving their schools and communities.

The program begins with a "Leadership Training Retreat," where community mentors, agency representatives, school district liaisons, and University personnel spend three days helping students, selected from 13 local high schools, to define leadership, investigate how leaders behave, and develop a leadership skill building plan. Students then participate in two four-day internships in both public and private agencies in their home communities. During the summer there is a six-week "Work Experience" internship for students. Community mentors are selected from each work site to provide support and guidance for each student.

In the fall, student participants design and implement a leadership project to benefit both the student's school and community. There is also a one-day staff development institute for social studies teachers conducted by representatives of the CRF, University faculty, and social studies teachers from EMU/MYLA participating schools. Teachers from school districts in Ingham, Genesee, Oakland, Saginaw, Washtenaw, and Wayne counties are invited to attend.

At year end, EMU/MYLA staff, community mentors, school district liaisons, and student participants meet to evaluate and discuss the program. A plenary session allows students to share their skills, leadership experiences, and insights with each other. Students are also invited to participate in planning the next Leadership Training Retreat and form a peer-support and leadership group for future EMU/MYLA programs.

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UNIVERSITY OF MISSOURI–ST. LOUIS

Archaeology Survey
Reference Number: 1028

Over the past three years, the University of Missouri-St. Louis Archaeology Survey has sponsored six educational programs primarily in conjunction with "The School Partnership Program." The School Partnership Program is an agency of the St. Louis Public School District designed to provide positive integrated educational experiences for participating students and teachers. Primary objectives of the six archaeology programs are: to encourage students to think for themselves; in most cases, to use all five senses as a means to experience and make distinctions; and, by incorporating several disciplines in the learning experience, to leap from a textbook conception of math, science, English, anthropology, and archaeology, and to experience these disciplines as an integrated whole.

Thus far, approximately 700 primary school students, 200 secondary school students, 60 teachers, and 50 parents have participated in projects that have ranged from experimental archaeology to mock excavations. Examples of some of the sponsored programs are entitled: "Archaeology for Elementary Schoolers;" "Reconstructing Prehistoric Cultures Through Experimental Archaeology;" and "Projects in Archaeology."

Reviewing the "Archaeology for Third-Graders Program," a faculty member said, "At one moment as I watched the children actively involved in this project, I realized that they were getting a fully-rounded learning experience, stimulating all their fundamental capacities. As they circulated from one of the three areas to the others, they were stimulated visually, tactiley, cognitively, imaginatively, kinesthetically . . . . The well-rounded activities constituted a very holistic approach to education . . . ."

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BRANDEIS UNIVERSITY

Lecture Series for High School Students and Teachers—"Forefront Topics in Science" and "The Creative Process"
Reference Number: 1014

In the fall of 1983, Brandeis University began the "Forefront Topics in Science" lecture series. The series consists of ten lectures given on Saturday mornings by Brandeis University faculty members who are actively engaged in frontier scientific research. It is focused at high school students and teachers and covers many fields of scientific research such as biology, biochemistry, physics, chemistry, medicine, nutrition, mathematics, computer science, and psychology.

In the spring of 1985, Brandeis University launched a similar program, "The Creative Process" lecture series, focusing on the topic of creativity. This program's emphasis is on the creative arts, social sciences, and humanities from the perspective of faculty scholarship and research. It offers students and teachers the opportunity to hear scholars in such fields as anthropology, literature, fine arts, music, philosophy, history, and other disciplines discuss current research and other activities in their fields.

Lecture topics and faculty change from year to year in order to keep them fresh and current. Each lecture is videotaped and made available to interested high schools and organizations.

A recent evaluation survey of the "Forefront Topics in Science" series indicated that the series is meeting the goals of providing stimulating subjects in frontier scientific research, delivering the presentations at a level appropriate to pre-college students and teachers, and stimulating students' interest in science.

Significant grants for these lecture series have been received from the Educational Foundation of America and the Board of Regents of the Commonwealth of Massachusetts. Additional funding support for the program comes from Digital Equipment Corp., Dow Chemical USA, Hewlett-Packard, MITRE Corp., Pfizer Inc. and Raytheon Co. as well as the Cabot Company, Honeywell, Millipore, and Polaroid Foundations.

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UNIVERSITY OF MISSOURI-ST. LOUIS

St. Louis Storytelling Festival
Reference Number: 836

The St. Louis Storytelling Festival is presented as a cultural service to the community by the University of Missouri-St. Louis (UM-St. Louis). The purpose of the Festival is to encourage the recounting of life experiences and the preservation of cultural and historical heritages.

The Festival, which takes place in the beginning of May, consists of four days of storytelling programs designed to make history come alive for the visitor and to encourage individual involvement in an ancient tradition. Two days of the Festival are devoted to schools, which make reservations for classes to attend the Festival. Storytelling Workshops are also held for teachers. The Festival is held at the Gateway Memorial Arch and at outreach locations, such as local hospitals, for those unable to participate in Festival events at the Arch.

In conjunction with the Festival, UM-St. Louis offers a 3-credit-hour storytelling course. Offered in June, the seminar explores storytelling through definition, selection of materials, and methods and techniques of presentation. There is also a noncredit workshop offered for teachers in April.

Storytellers come to the Festival from all over the United States. Types of stories told include: those from religious traditions such as early Christian and Zen, ethnic and humorous tales, and tall tales, fairy tales, and myths. Styles of storytelling may vary from the traditional form, to the use of sign language, mime, or involving the audience in singing, chanting, and dancing. Mrs. Janie Hunter, a Festival Feature Teller whose storytelling sustains many of the most treasured elements of the Black American culture, was recently awarded a National Heritage Fellowship to honor those who have mastered timeless crafts.

The Festival is funded through grants and gifts from the University of Missouri-St. Louis, Jefferson National Expansion Memorial National Historic Site, Regional Arts Commission, Arts and Education, Camelot/Special Projects Fund, The Missouri Committee for the Humanities, Inc., Missouri Arts Council, St. Louis City Department of Parks, Recreation, and Forestry, the Historic Buildings Commission, Adam's Mark Hotel, Schnuck Markets, Inc., The Seven-Up Company, Laclede Gas Charitable Trust, and Pet Incorporated.

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MILWAUKEE AREA TECHNICAL COLLEGE

Adult High School
Reference Number: 823

Milwaukee Area Technical College's (MATC's) Adult High School is a fully-accredited secondary school for anyone 16 years of age or older not enrolled in any other high school. It is designed for those who want to begin or continue working toward a high school diploma. Classes are also open to high school graduates who want refresher or additional courses required for entrance at MATC or other schools. Also, the evening division of the Adult High School enables area high school seniors to make up deficiencies so that they can graduate with their class. A summer session, both day and evening, is also offered. A formal graduation is held each spring.

Courses are held at the Milwaukee campus and at various evening centers in the MATC district. Because many adults are employed, there are no set school hours. Students may attend day or evening classes and remain at school only during classes for as few as four or as many as 20 hours a week.

High school general education courses enriched by timely subjects make up a typical, individualized program. Survey courses in vocational fields are offered to help students develop goals geared to their abilities and aptitudes. Selected business courses in MATC's Adult-Vocational Division may also be taken for high school credit. Specific

diploma requirements include: 8 credits of English; 6 credits social studies; 4 math credits; 4 science credits; and one credit each of computer education and health. All of MATC's special services and facilities such as free tutoring and speech therapy, the gym and pool, concerts, workshops, and the library are available to Adult High School students.

The Adult High School accepts credits from any high school that meets national accreditation requirements. Special evaluations are used to grant credit for apprenticeship, military experience, correspondence study, and similar activities. Legal residents in MATC's district pay a minimal fee for courses.

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ARIZONA STATE UNIVERSITY

Searches for Superintendents of Arizona School Districts
Reference Number: 820

Searches of superintendents have been conducted for many years as a joint venture of Arizona State University, Northern Arizona University, and the University of Arizona. Arizona State University's College of Education has taken the lead on over 50 of these searches. The searches are conducted at the request of the Governing Boards for a fee that covers consultants, brochure printing, national advertisements and mailing, and screening of finalists.

A brochure prepared for each search describes the community and school district as well as the selection process, terms of employment, and application procedures. It also lists suggested items for inclusion in vitae. The brochure includes a "Profile of the Superintendent" which lists desired characteristics of the superintendent such as: a solid record as an educational leader and administrator with recent central office experience; a chief interest in curriculum and the delivery system of effective instruction; and ability to develop and attain organizational goals.

The Office of Field Services of Arizona State University's College of Education provides the professional and secretarial assistance in implementing these national searches. A minimal fee is charged to school districts to cover the costs incurred in conducting a search.

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QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK

Townsend Harris High School at Queens College
Reference Number: 800

Townsend Harris High School is a special high school which draws its students from throughout New York City. It stresses the humanistic disciplines such as literature, history, and languages, with an emphasis on reading and writing. All students are required to learn one modern and one classical language. In addition, strong emphasis is placed on computer education and career education.

The program at Townsend Harris High School at Queens College serves as a site for in-service training for teachers and preservice teaching experiences. Staff development sessions for the high school faculty are offered for a single day or as summer sessions. Preservice interns are supervised by a committee consisting of master teachers at the high school and members of the School of Education faculty.

Many services and opportunities are also available to Townsend Harris High School students. All the physical, academic, and professional resources of Queens College may be used as appropriate for the enrichment of the education of the students; mentors are also available. Students can take Queens College courses for credit in their twelfth year. They also have the opportunity to take part in summer career internships.

Admission to Townsend Harris High School is open generally to highly-motivated eighth-grade students who reside in New York City. Criteria for admission are based on demonstration of academic ability and potential through review of records, recommendation, and evidence of original work and leadership.

Future plans for the program include team-taught courses staffed by members of the high school and College faculties. The planning and teaching of such courses will also be an integral part of their staff development plans.

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CHRISTOPHER NEWPORT COLLEGE

Jefferson Meeting on the Constitution
Reference Number: 745

Established in 1984 at the Capitol in Richmond, the nonpartisan Virginia Jefferson Association (VJA) was established to promote education in the meaning of the Constitution of the United States and related issues of governance. The VJA is a consequence of the Virginia Jefferson Meeting on the Constitution initiated by the Jefferson Foundation, which brought together more than 150 citizens representative of the Virginia democracy.

VJA's reported highest priority is the encouragement of Jefferson Meetings for young people. VJA's ultimate goal is to conduct statewide scholastic and collegiate meetings, with comparable adult-level community-wide activities designed to encourage the citizenry to engage in effective local discussion and debate of national issues on an ongoing basis.

Toward that goal two regional gatherings were conducted last year as a result of independent action by delegates to the original session. These were held at Virginia Western Community College, involving 150 students from five high schools, and at Longwood College, involving more than 200 students from nine schools. VJA conducted a session at the College of William and Mary, involving approximately 125 students from six high schools and the College.

Also last year the Jefferson Meeting on the Constitution held a regional session at Christopher Newport College. Topics for discussion were lead by Christopher Newport College staff, and

included "Constitutional Amending Process," "Single Six-Year Presidential Term," and "Limiting the Tenure of the Judiciary."

Nationally, the Jefferson Foundation is proceeding with its plans to initiate Jefferson Meetings in all of the other states, based on the Virginia model of nonpartisan discussion and debate. (The VJA is independent of the Jefferson Foundation.)

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STATE UNIVERSITY OF NEW YORK-NEW PALTZ

Dean's Award for Excellence in Teaching
Reference Number: 738

The Dean's Award for Excellence in Teaching program, instituted in 1983, recognizes excellence in elementary and secondary teaching. Each year, local superintendents are asked to nominate candidates, with supporting documentation, for the Award. The Dean, in consultation with SUNY-New Paltz faculty members, chooses one teacher annually from each of six counties for the awards. Successful candidates are presented with the award at a special ceremony, are appointed as adjunct clinical professors in the School of Education, and receive other regional and local recognitions. As adjunct professors, they participate in professional activities of the College such as guest lecturing and leading seminars.

SUNY-New Paltz reports the awards raise the status of school teaching by focusing on excellence and further strengthen school-college relations.

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ARIZONA STATE UNIVERSITY

Arizona Educational Information System (AEIS)
Reference Number: 733

The Arizona Educational Information System is a computerized information retrieval system which gives educators within member school districts and educational agencies access to information on thousands of educational topics. AEIS was established in 1971 as a result of discussions between officials of Arizona State University's (ASU's) College of Education and school superintendents. Through the AEIS consortium, small districts without research staff can have their educational information needs met.

AEIS serves over 60 Arizona school districts in contract amounts of various sizes; fees vary according to the number of "Gold Files" in the contract. The AEIS system contains over 500 Gold Files covering topics such as "Motivating Students," "Writing Composition," and "Creative Thinking." Each Gold File contains several current journal articles and microfiche. A computer search service is also available to meet individual needs.

Each member district or educational agency has a designated educator who links AEIS services to users in the field. This person is usually a librarian or media center director who places all orders and distributes the requested Gold File or search material to users.

In response to its clients' needs, AEIS has made future plans to develop new Gold Files, continue to conduct workshops to acquaint users with AEIS services, explore computer-to-computer communication for dissemination of AEIS searches, and update existing information and services.

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FINDLAY COLLEGE

Mazza Gallery School Extension Program
Reference Number: 730

The Mazza Collection Gallery of Findlay College houses works of original art created by artists who illustrate books for children. All of the artists featured have won prestigious art awards such as the Caldecott Medal. The purposes of the art collection are twofold: 1) Visitors may view works of art available in the field of book illustrations featuring artists of the present and the past. 2) Children and their teachers receive information about the artists and their books so that they fully realize how illustrations extend and expand the meaning of the text.

Services to schools include visits by artists to elementary schools and publications of resource guides to teachers. The teacher's guides are designed to be used with students after they have visited the Gallery, and include information and activities developed to further the student's interest and knowledge about the Mazza artists and their books. The Mazza Collection Gallery is also open to the community.

Findlay College reports that participation in the Mazza Gallery School Extension Program enriches students' reading experiences, and that by viewing the collection, students come to better appreciate the art contained in picture books. They further report that Findlay students benefit by leading tours and working closely with the children.

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UNIVERSITY OF WISCONSIN-PARKSIDE

Discovering Research
Reference Number: 724

University of Wisconsin-Parkside's Library/Learning Center is in its eleventh year of providing the Discovering Research program to area high schools. It is designed to acquaint college-bound students with the facilities and services of a college library. The approach is to assist students actively involved in research projects by introducing them to general and specialized sources (indexes, abstracts, guidebooks) relevant to various disciplines.

Most area schools bring a group of 30 to 60 students to spend half a day or more on campus. Reference/instruction librarians take turns teaching one-hour sessions on topics such as the importance of systematically approaching a research project in order to make the most efficient use of time spent in the library. Students are also given a tour of the library's facilities, which consists of books, periodicals, audiovisual materials including videotapes, cassettes, filmstrips, 16mm films, microcomputer software, and compact discs. They are also given individual assistance with their research projects.

The program affords continued student use of the facilities by encouraging them to obtain a special borrower's card. Each year, approximately 500 students from 12 area high schools participate in the program, and a large percentage of the students continue to use the facilities and services on a regular basis.

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KAPIOLANI COMMUNITY COLLEGE

Operation Reshape
Reference Number: 52

This Department of Education/University of Hawaii Community College Cooperative Project is designed to improve the academic skills and increase program awareness of prospective community college students before college enrollment. The need for such a program grew out of a review of community college records indicating that a high percentage of students were entering college with insufficient goal direction and/or lack of academic skills to immediately embark on specific entry-level job training.

Kapiolani Community College (KCC) provides orientation and testing for groups of tenth-grade students who score within the third and sixth stanines on the Stanford Achievement test (students with these scores are likely to enroll in community colleges). Each six-hour session is composed of: 1) the purpose, benefit, and relationship of college level instruction to high school courses; 2) promoting a greater focus on math and English requirements; 3) briefings on various vocational training operations; 4) discussion of preparations for students planning to attend a four-year college; 5) campus tours; and 6) testing for English reading and mathematical competencies. Students are presented a computer generated advising letter listing recommended high school courses based on their intended career goals and present skill levels.

KCC's personnel envision that this program of assessing the academic skills of prospective students two years in advance of college enrollment, and providing instruction and counseling during students' eleventh and twelfth grades, will enhance their readiness for college. Other community colleges in the Hawaii system expect to institute such programs in the future.

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Other Non-Abstracted Programs in this Category

See Complete Alphabetical Listing for More Information

Institution	Reference Number
Auburn University	729
Blackhawk Technical Institute	828
Bunker Hill Community College	842
California State University, Long Beach	439
California State University, Los Angeles	731
Castleton State College	915
Christopher Newport College	746
Cleveland State University	465
College of Staten Island/CUNY	760
College of Staten Island/CUNY	761
Creighton University	735
Delaware County Community College	798
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DIRECTORY OF PROGRAMS
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A

Abilene Christian University
Abilene Teacher Center
Dr. Dale Tacker
Coordinator of Field Experiences
Box 8226
Abilene, TX 79699
(915) 674-2000
347

Aiken Technical College
Articulation
Industrial Division Director
P.O. Drawer 696
Aiken, SC 29802
(803) 593-9231
880

Allegheny College
Summer Writing Program and Summer Enrichment Scholarship Program
Dr. William Bywater
Director of Summer School
Box 69
Meadville, PA 16335
(814) 724-3366
124

Allegheny College
Summer Institutes For Advanced Placement Teachers of English & Mathematics
Dr. William Bywater
Director of Summer School
Box 69
Meadville, PA 16335
(814) 724-3366
167

Allegheny College
Extended Program in Teacher Education
Dean of Admissions
Meadville, PA 16335
(814) 724-3368
400

Allentown College of St. Francis De Sales
Computer Instrumentation Applications for H.S. Science Labs.
Dr. Karen Doyle Walton
Academic Dean and Director of Planning
Center Valley, PA 18034
(215) 282-1100
42

Allentown College of St. Francis De Sales
Microcomputer Applications
Dr. Karen Doyle Walton
Academic Dean and Director of Planning
Center Valley, PA 18034
(215) 282-1100
43

Alma College
College Opportunity
Ronald Kapp
Provost
Alma, MI 48801
(517) 463-7176
132

Alverno College
High School-College Teaching Partnerships in Critical Thinking
Georgine Loacker, Ph.D.
Chair, Analysis/Communication Division
3401 South 39th Street
Milwaukee, WI 53215
(414) 382-6229
636 (p. 26)

Ancilla College
Linkage Program with Area High Schools
Sister Kathleen Morrissey
Dean of Students/Chair, Math. Department
9939 Union Road
Plymouth, IN 46563
(219) 936-9936
117

Arizona College of the Bible
Early Entrance Program
John Bechtle, V.P. for Academic Affairs
Earl Field, Prof. of Education
2045 W. Northern
Phoenix, AZ 85021
(602) 995-2670
123

Arizona College of the Bible
Elementary Education Training
John Bechtle
Vice President for Academic Affairs
2045 W. Northern
Phoenix, AZ 85021
(602) 995-2670
399

Arizona State University
Office of Field Services
Dr. Jackson Drake
Director
College of Education
Tempe, AZ 85287
(602) 965-3538
263

Arizona State University
Center for Indian Education
John Red Horse
Director
College of Education
Tempe, AZ 85287
(602) 965-6292
388

Arizona State University
Early Childhood Education for Severely/Multiple Handicapped Program
Dr. Thomas Roberts
Associate Professor
College of Education
Tempe, AZ 85287
(602) 965-6156
390

Arizona State University
The Partner Project
Dr. Naomi Wamacks
Associate Professor
College of Education
Tempe, AZ 85287
(602) 965-4601
447

Arizona State University
Inservice Program for Science and Mathematics
Dr. Jon Engelhardt
Professor
College of Education
Tempe, AZ 85287
(602) 965-6255
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Arizona State University
Arizona Educational Information System
Dr. Margaret A. Mangini
Director
College of Education
Tempe, AZ 85287
(602) 965-7161
733 (p. 95)

Arizona State University
Searches for Superintendents of Arizona School Districts
Dr. Margaret A. Mangini
Office of Field Services
College of Education
Tempe, AZ 85287
(602) 965-3538
820 (p. 94)

Arizona State University
The Reading Clinic
Dr. David Jacobs
Associate Professor
Tempe, AZ 85287
(602) 965-7766
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Arizona State University
Volunteer Partners Program
Nancy J. Cooledge, Ph.D.
Director of External Affairs
College of Education
Tempe, AZ 85287
(602) 965-2114
932 (p. 90)

Arizona State University
Office of Field Services
Dr. Jackson Drake
Director
College of Education
Tempe, AZ 85287
(602) 965-3538
951

Art Academy of Cincinnati
High School/Art Academy Advising Team
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Chairman, Foundation Department
Eden Park
Cincinnati, OH 45202
(513) 721-5205
941 (p. 24)

Auburn University
East Alabama Education Consortium
Dr. J. Boyd Scebra
Associate Dean
3084 Haley Center
Auburn, AL 36849
(205) 826-4446
729

Auburn University at Montgomery
First Year Teacher Project and High School Recruitment
Dr. Julia L. Williard
Director of Laboratory Programs
School of Education
Montgomery, AL 36193
(205) 271-9300
443

Augusta College
Adopt-A-School
Mary F. Brown
Lead Teacher

Lamar Elementary School
970 Baker Avenue
Augusta, Georgia 30910
(404) 737-7262
364 (p. 76)

Austin College
Texoma Cooperative Teacher Education Center
Thomas E. Baker
Prof. of Education & Director
Sherman, TX 75090
(214) 892-9101 x326
12

Austin Peay State University
Teacher Training in the Instructional Use of Microcomputers
Carl Stedman
Dean, College of Education
Clarksville, TN 37044
(615) 648-7696
611

B

Barry University
Barry Early Credit
Martha Gurwit, Ph.D.
Director of Alternative Programs
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Miami, FL 33161
(305) 899-0195
78

Beaver College
Program for Improving Elementary Science
Dr. Ronald Rowe
Assistant Professor, Science Education
Glenside, PA 19038
(215) 572-2123
182

Beaver College
Retraining in Mathematics and Science
Dr. Ronald Rowe
Assistant Professor, Science Education
Glenside, PA 19038
(215) 572-2123
183

Beaver College
Phila. School District Science Improvement Prog. for Elem. School Teachers
Dr. Ronald Rowe
Assistant Professor, Science Education
Glenside, PA 19038
(215) 572-2123
184

Beaver College
The Teacher: Summer Institutes in the Humanities
Dr. Finbarr O'Connor, Dr. Peggy Maki
Co-Directors
Glenside, PA 19038
(215) 572-2918
485 (p. 19)

Beaver College
Schuylkill Valley Environmental Education Program
Dr. Ronald Rowe
Assistant Professor
Science Education
Glenside, PA 19038
(215) 572-2123
638

Belmont Abbey College
Dual Enrollment
Dr. Elizabeth M. Baker
Chair, Mathematics and Natural Sciences Division
Belmont, NC 28017
(704) 825-3711
154

Belmont Abbey College
Informal Alliance in Mathematics & Science
Dr. Elizabeth M. Baker
Chairman, Mathematics & Natural Sciences Division
Belmont, NC 28017
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Berea College
High School-College Cooperative Learning Program
Jackie Betts
Program Coordinator
Berea, KY 40404
(606) 986-9341
948 (p. 84)

Bergen Community College
One Step Ahead Programs
Professor Jacob Fisher
Project Director, High School Articulation
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Paramus, NJ 07652
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143

Black Hawk College - East
Math-English-Business Co-op
Dr. Charles Warthen
President
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Kewanee, IL 61443
(309) 852-5671
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Blackfeet Community College
High School Enrichment Program
Conrad Lafromboise
Dean, Academic Affairs
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Browning, MT 59417
(406) 338-5411
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Blackhawk Technical Institute
Southern Wisconsin Education for Employment Program
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Assistant Director-Instructional Services
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Jonesville, WI 53547
(608) 756-4121
828

Bladen Technical College
High School Cooperative Program and Dual Enrollment Program
Jimmy Gaylord
Dean of Instruction
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Dublin, NC 28332
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597

Boise State University
Boise Schools Partners in Education
Richard L. Hart
Dean, College of Education
Boise, ID 83725
(208) 385-1134
690 (p. 80)

Bossier Parish Community College
College Connection
Faye Powell
Coordinator
2719 Airline Drive North
Bossier City, LA 71111
(318) 746-3656
39

Bowdoin College
(Secondary Students Take Courses on Campus)
Robert C. Wilhelm
Dean of the College
Brunswick, ME 04011
(207) 725-3228
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Bowling Green State University
Partnership for Teaching
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Associate Dean
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Bowling Green, OH 43403
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535

Bradley University
Junior Engineers
Dr. Ron Jetton
Associate Dean, College of Eng. and Technology
Bradley University
Peoria, IL 61625
(309) 677-2720
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Bradley University
Institute for Gifted and Talented Youth and Project Excel
Dr. James Stronge
Director
Westlake Hall
Peoria, IL 61625
(309) 677-3190
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Bradley University
Peoria County Foreign Language Immersion Program
Dr. Don McVeain
Chairman, Dept. of Educ. Leadership & Human Devel.
Westlake Hall
Peoria, IL 61625
(309) 677-3193
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Bradley University
Center for Economic Education and Project DEEP
Joanne Dempsey
Associate Director, Center for Economic Education
Peoria, IL 61625
(309) 677-2282
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Bradley University
Reinterpretations of American Literature
Dr. Peter Dusenbery
English & Foreign Languages
403 Bradley Hall
Peoria, IL 61625
(309) 677-2465
641

Bradley University
Science Concepts for Middle Grades and Elementary Teachers
Dr. Alan Galsky
Assoc. Provost for Student Affairs
Swords Hall
Peoria, IL 61625
(309) 677-3148
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Bradley University
Adopt-A-School
Joan Sattler, Ed.D.
Acting Dean, College of Education & Health Science
Peoria, IL 61625
(309) 677-3185
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Brainerd Community College
Post-Secondary Enrollment Option
Ken Wiebolt
Vice-Provost
Brainerd, MN 56401
(218) 828-2516
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Brandeis University
Summer Research Apprentice Program
Arthur H. Reis, Jr., Ph.D.
Associate Dean for Resources and Planning
Irving 104
Waltham, MA 02254
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552 (p. 53)

Brandeis University
Giddon Scholars Program
Peter Witt
Director of the Education Program
Ford Hall
Waltham, MA 02254
(617) 736-2002
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Brandeis University
"The Creative Process" Lecture Series
Arthur H. Reis, Jr., Ph.D.
Associate Dean for Resources and Planning
Irving 104
Waltham, MA 02254
(617) 736-2105
652

Brandeis University
"Forefront Topics in Science" Lecture Series
Arthur H. Reis, Jr., Ph.D.
Associate Dean for Resources and Planning
Irving 104
Waltham, MA 02254
(617) 736-2105
653

Brandeis University
Lecture Series for High School Students and Teachers
Elizabeth Wilson
Pre-College Program Coordinator
Office of the Provost - Irving 104
Waltham, MA 02254
(617) 736-2109
1014 (p. 93)

Brevard Community College
Comprehensive Articulation Program
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Cocoa, FL 32922
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Brigham Young University
Public School Partnership
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Brigham Young University (343 MCKB)
Provo, UT 84602
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Bristol Community College
Tech Prep/Two Plus Two
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Fall River, MA 02720-7395
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2 (p. 64)

Broome Community College
(College Courses for High School Students)
Robert Messina
Vice President for Academic Affairs
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Binghamton, NY 13902
(607) 771-5138
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Broward Community College
Dual Enrollment Programs
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Fort Lauderdale, FL 33301
(305) 761-7409
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Brown University
Brown Institute for Secondary Education
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5 (p. 17)

Buena Vista College
The Academy
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Bunker Hill Community College
Mystic Valley Regional Collaborative
Melvena L. Green
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Division of Planning and Development
Boston, MA 02129
(617) 241-8600 x410
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Bunker Hill Community College
College/High School Pairing Program
Ruth Sherman
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Boston, MA 02129
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C

California College of Arts and Crafts
Basic Art Support in the Curriculum
Neil Hoffman
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5212 Broadway
Oakland, CA 94618
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California Institute of Technology
Secondary School Science Project
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Pasadena, CA 91125
(818) 356-6207
6 (p. 56)

California Lutheran University
Simi Valley Unified School District Internship
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Education Department Chair
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Thousand Oaks, CA 91360
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California State Polytechnic University
PolyNet
Dr. Robert Threlkeld
Director
Distance Learning Center
Pomona, CA 91768
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602 (p. 30)

California State Polytechnic University
Business Education Center
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Pomona, CA 91768-4038
(714) 869-2386
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California State University, Chico
Northern California Academic Partnership Council
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California State University, Long Beach
Partnership for Excellence through Educational Roles
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Long Beach, CA 90840
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California State University, Long Beach
Partnership for Excellence in Academics at Kettering
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California State University, Long Beach
(Demonstration School)
Dr. Rita H. Jones
Professor, Dept. of Teacher Education

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Long Beach, CA 90840
(213) 498-5615
439

California State University, Long Beach
Internship & Off-Campus Centers
Dr. Leland M. Perry
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Long Beach, CA 90840
(213) 498-4506
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California State University, Los Angeles
Freshman Writing Program
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Professor of English
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California State University, Los Angeles
Dorsey High School College Incentive Magnet
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California State University, Los Angeles
Adopt-A-School
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California State University, Los Angeles
University Library-Service to Local High Schools
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Assistant University Librarian, Reference
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California State University, Northridge
Adopt-A-School
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California State University, Northridge
California Academic Partnership Program
Dr. Christine C. Smith
Chair, Department Secondary/Adult Education
Northridge, CA 91330
(818) 885-2580
756 (p. 44)

California State University, Sacramento
Sacramento Center for Economic Education
Dr. William Kerby
Department of Economics
Sacramento, CA 95819
(916) 278-6011
617

California State University, Stanislaus
The Uncommon Core
Douglas H. Taylor
Director, Multidisciplinary Studies
Turlock, CA 95380
(209) 667-3027
287 (p. 35)

California State University, Stanislaus
Project Accept
Diana Mayer
Dean, School of Education
Turlock, CA 95380
(209) 667-3145
360 (p. 73)

California State University, Stanislaus
Single Subject Credential Fieldsite Program
Dr. Joseph J. Galbo
Coordinator
School of Education
Turlock, CA 95380
(209) 667-3357
431 (p. 58)

California State University, Stanislaus
Program in International and Multicultural Education
Paul Magnelia
Professor of Political Science
Department of Politics and Public Administration
Turlock, CA 95380
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California University of Pennsylvania
Teacher Enhancement Center
Dr. J.A. Cignetti
Associate Vice President for Academic Affairs
Administration Building
California, PA 15419
(412) 938-4407
614

Cape Cod Community College
H.S. Collaborative for Talented and Gifted Students
Dr. Gerald Leinwand
Project Director
West Barnstable, MA 02668
(617) 362-2131 x436
957

Case Western Reserve University
Basics and Beyond Workshop
Cleveland, OH 44106
(216) 368-2000
773

Castleton State College
New York State Agreement
Michael G. Allen
Continuing Education and Graduate Studies
Castleton, VT 05735
(802) 468-5611
915

Centenary College of Louisiana
Foreign Language/Teachers of Northwest Louisiana Collaborative
Dorothy Bird Gwin
Dean
Box 41188
Shreveport, LA 71134-1188
(318) 869-5104
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Central Arizona College
Articulation: Advanced Placement
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Dean, Occupational Education/ Economic Development
Woodruff at Overfield Road
Coolidge, AZ 85228
(602) 723-4141
881

Central Connecticut State University
Recruiting Academically Talented High School Students to Teacher-Education
Margo Sorgman
Associate Dean, Ed/Prof. Studies
1615 Stanley Street
New Britain, CT 06050
(203) 827-7244
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Central Connecticut State University
Student Teaching Education Program
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Associate Dean, Ed/Prof. Studies
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New Britain, CT 06050
(203) 827-7244
406

Central Florida Community College
(Dual Enrollment)
Robert F. Ritterhoff
Dean of Instruction
Box 1388
Ocala, FL 32678
(904) 237-2111 x313
99

Central Methodist College
(College Courses for High School Students)
Randal E. Bell, Ph.D.
Dean
Fayette, MO 65248
(816) 248-3391
164

Chapman College
The Center for Human Interdependence
Dr. Barbara Tye
Associate Professor of Education
Orange, CA 92666
(714) 997-6672
528

Charles R. Drew Medical School
King/Drew Medical Magnet High School
Ronald S. Bloom, M.D.
12021 S. Wilmington Avenue
Los Angeles, CA 90059
(213) 603-4657
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Christendom College
Student Teaching Intern Program
Warren H. Carroll
Chairman, History Department
Front Royal, VA 22630
(703) 636-2908
423

Christopher Newport College
Advanced Physics for High School Students
George Webb
Professor of Physics
50 Shoe Lane
Newport News, VA 23606-2988
(804) 599-7082
82

Christopher Newport College
Tabb High School Western Civilization Course
Robert Durel, Ph.D.
Dean, College of Social Science & Prof. Studies
50 Shoe Lane
Newport News, VA 23606-2988
(804) 599-7036
119

Christopher Newport College
High School Enrichment Program
Mr. Keith F. McLoughland
Dean of Admissions & Records
50 Shoe Lane
Newport News, VA 23606-2988
(804) 599-7015
121

Christopher Newport College
Student Teaching Program
John E. Jenkins
Professor, Department of Education
50 Shoe Lane
Newport News, VA 23606
(804) 599-7035
414

Christopher Newport College
NEH Youth Grant-Isle of Wight County, Black History Project
Dr. Timothy Morgan
Chairman, Department of History
50 Shoe Lane
Newport News, VA 23606
(804) 599-7225
498

Christopher Newport College
Summer Institute of the Arts
Rita C. Hubbard, Ph.D.
Chair, Department of Arts and Communications
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Newport News, VA 23606
(804) 599-7073
503

Christopher Newport College
New Horizon Mentorship Program
George R. Webb
Professor of Physics
50 Shoe Lane
Newport News, VA 23606
(804) 599-7082
506

Christopher Newport College
Jefferson Meeting on the Constitution
Agnes Braganza
Director of Continuing Education
Newport News, VA 23606
(804) 599-7158
745 (p. 94)

Christopher Newport College
High School Programming Contest
Leland C. Smith, Jr.
Program/ Analysis, Computer Center
50 Shoe Lane
Newport News, VA 23606
(804) 599-7182
746

Clackamas Community College
College Equivalent and Advanced Credit
John Hooley
Assistant Dean of Instruction
19600 S. Molalla Avenue
Oregon City, OR 97045
(503) 657-8400 x454
883

Clarion University of Pennsylvania
Computer Orientation for Reshaping Education in Science
Information Technology Education for the Commonwealth
Bruce Smith
Asst. Dir, PA STEP
Center for Science Education
Clarion, PA 16214
(814) 226-2487
699 (p. 78)

Clark County Community College
Early Studies Program
Mary R. Malley
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Clark County Community College
Articulation Program
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Coordinator for Articulation
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885

Clark Technical College
Springfield City Schools 2 + 2 Articulation Program
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Springfield, OH 45501
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Clarkson University
The Clarkson School
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1077 (p. 52)

Clemson University
Career Workshop
Robert W. Snelsive
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Clemson, SC 29634-0915
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1062

Cleveland State University
Cleveland Alternative Education Program
Lillian Hinds
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Cleveland, OH 44115
(216) 687-4673
284 (p. 45)

Cleveland State University
The Greater Cleveland Administrator Assessment Project
Robert Sheehan
Director, Greater Cleveland Ed. Dev. Center
Rhodes Tower #1357
Cleveland, OH 44115
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295

Cleveland State University
Equals
Elyse Fleming
Associate Dean, College of Education
Rhodes Tower #1416
Cleveland, OH 44115
(216) 687-2000
338

Cleveland State University
Reading Recovery Program
Robert Sheehan
Director, Greater Cleveland Ed. Dev. Center
Rhodes Tower #1357
Cleveland, OH 44115
(216) 687-3704
340

Cleveland State University
Science About Us
W. P. Clapham
Associate Professor of Geology
SRG 70
Cleveland, OH 44115
(216) 687-3507
341

Cleveland State University
Educational Policy Fellowship Program
Robert Sheehan
Director, Greater Cleveland Ed. Dev. Center
Rhodes Tower #1357
Cleveland, OH 44115
(216) 687-3704
360

Cleveland State University
Teacher Training Centers/Classroom Teacher Educators
Robert MacNaughton
Director, Field Services
Rhodes Tower #1348
Cleveland, OH 44115
(216) 687-4616
428 (p. 60)

Cleveland State University
Visiting Instructor Program
Richard J. McArdle
Dean, College of Education
Rhodes Tower #1416
Cleveland, OH 44115
(216) 687-3737
432 (p. 59)

Cleveland State University
Educators in Industry Program
Frank O'Dell
Acting Chairperson, Educational Specialist Dept.
Rhodes Tower #1420
Cleveland, OH 44115
(216) 687-4611
465

Cleveland State University
The Governor's Summer Institute
Elyse Fleming
Associate Dean, College of Education
Rhodes Tower #1416
Cleveland, OH 44115
(216) 687-3737
548

Cleveland State University
Current Issues in Counseling/Human Resource Development
Frank O'Dell
Acting Chairperson, Educational Specialist Dept.
Rhodes Tower #1420
Cleveland, OH 44115
(216) 687-4611
648

Cleveland State University
Northeast Ohio Writing Project
Jane Melbourne
Director
Rhodes Tower #1344A
Cleveland, OH 44115
(216) 687-4609
707

Cleveland State University
Teacher Induction Program
Thomas Frew, Ph.D.
Chairperson, Specialized Instructional Program
1983 East 24th Street
Cleveland, OH 44115
(216) 687-4600
777 (p. 21)

Cleveland State University
The Greater Cleveland Educational Development Center
Robert Sheehan
Director
Rhodes Tower #1357
Cleveland, OH 44115
(216) 687-3704
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Cleveland State University
Law and Public Service Magnet High School
Margaret Bray
Project Manager, Law & Public Service Magnet H.S.
Corlett Building #408B
Cleveland, OH 44115
(216) 687-2132
817

Cleveland State University
Project Bridges
Margaret Bray
Project Manager, Law & Public Service Magnet H.S.
Corlett Building #408B
Cleveland, OH 44115
(216) 687-2132
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Coastline Community College
Summer Enrichment Program-Huntington Beach Union School District
Dr. Kenneth D. Yglesias
Associate Dean, Instruction
Coastline College-W CTR
Westminster, CA 92683
(714) 898-9871
66

Coastline Community College
(Freshman English Taught by High School Instructors)
Daniel J. Casey
Associate Dean
3101 Pacific View Drive
Newport Beach, CA 92625
(714) 759-5404
67

College Board
Educational EQuality Project
Dr. Paula Y. Bagasao
Associate Director for H.S.-College Collaboration
The College Board
45 Columbus Avenue
New York, NY 10023-6917
(212) 713-8000
1072 (p. 77)

College of DuPage
12th Year Option
Richard Wadd
Executive Dean of Instruction
Glen Ellyn, IL 60137
(312) 858-2800
69

College of Southern Idaho
Project Cluster
R. Strawser
Academic Dean
Box 1238
Twin Falls, ID 83301
(208) 733-9554
608

College of St. Thomas
Totino-Grace/CST Humanities Project
Dr. Brenda Powell
Professor of English
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St. Paul, MN 55105
(612) 647-5605
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College of Staten Island/City University of New York
The Cooperative Continuum of Education
Dean Elsa Nunez-Wormack
Associate Dean of Faculty
715 Ocean Terrace
Staten Island, NY 10301
(718) 390-7666
372

College of Staten Island/City University of New York
Science and Technology Entry Program
Dean Elsa Nupez-Wormack
Associate Dean of Faculty
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Staten Island, NY 10301
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375

College of Staten Island/City University of New York
Language Arts Collaborative Program
Dean Elsa Nunez-Wormack
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Staten Island, NY 10301
(718) 390-7666
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College of Staten Island/City University of New York
Mathematics Collaborative Program
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Staten Island, NY 10301
(718) 390-7666
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College of Staten Island/City University of New York
Science Collaborative Programs
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Associate Dean of Faculty
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Staten Island, NY 10301
(718) 390-7666
761

College of William and Mary, Richard Bland College
Accelerated Program for High School Students
Mr. Robert G. Churn
Dean of Student Services
Richard Bland College
Petersburg, VA 23805
(804) 732-0111
127

College of Wooster
Wooster School/College Matriculation Program
Raymond McCall
Chair, Theatre Department
The College of Wooster
Wooster, OH 44691
(216) 263-2541
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College of Wooster
Wooster-Cleveland Academic Enrichment Program
Glenn Bucher
Dean of Faculty
Wooster, OH 44691
(216) 263-2008
220 (p. 42)

College of the Siskiyous
(High School-College Faculty Exchanges)
Dr. Yates Calvert Greer
Vice President, Instruction
800 College Avenue
Weed, CA 96094
(916) 938-4462
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Colorado Mountain College
Second Chance
Mearl M. Kerns
Assistant Dean, Student Services
1301 Grand Avenue
Glenwood Springs, CO 81601
(303) 945-8691
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Colorado School of Mines
Energy Resources Today & Tomorrow
A. William Young
Director of Admissions
Admissions Office
Golden, CO 80401
(303) 273-3220
173

Colorado School of Mines
Math & Science Courses for Teachers
A. William Young
Director of Admissions
Admissions Office
Golden, CO 80401
(303) 273-3220
174

Colorado School of Mines
Summer Minority Engineering Program
A. William Young
Director of Admissions

Admissions Office
Golden, CO 80401
(303) 273-3220
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Community College of Allegheny County, Boyce Campus
Secondary Level Summer Make-Up Program
Robert A. Camphire
Dean of Continuing Education
595 Beatty Road
Monroeville, PA 15146
(412) 733-4244
53

Community College of Allegheny County, Center North
Articulation
Dr. S. Hartley Johnston
Dean of Instruction
1130 Perry Highway
Pittsburgh, PA 15237
(412) 369-3618
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Community College of Allegheny County, South Campus
Fast Paced Mathematics Program
John Starmack
Professor, Mathematics
1750 Clairton Road, Route 885
West Mifflin, PA 15122
(412) 469-6229
581

Community College of Allegheny County, South Campus
Gifted & Talented Student Conference and Exposition
John Starmack
Professor, Mathematics
1750 Clairton Road, Route 885
West Mifflin, PA 15122
(412) 469-6229
582

Community College of Allegheny County, South Campus
Summer Ecological & Biological Experiences
Dr. Barbara Felen
Professor, Biology
1750 Clairton Road, Route 885
West Mifflin, PA 15122
(412) 469-6231
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Community College of Allegheny County, South Campus
Science Apprenticeship Programs
Dr. Barbara Felen
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West Mifflin, PA 15122
(412) 469-6231
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Community College of Rhode Island
2 + 2 Tech/Prep
Robert A. Silvestre
Vice-President for Academic Affairs
400 East Avenue
Warwick, RI 02886
(401) 825-2142
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Concordia Teachers College
Milford Gifted Program
Dr. Glenn O. Kraft
Gifted Consultant
1350 N. Second Street
Seward, NE 68434
(402) 643-3651 x7477
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Connecticut College
A Language Arts Training Program for Student Teachers and Teachers in Elementary School
Beth H. Hannah, Ph.D.
Department Chair; Coordinator of Elementary
New London, CT 06320
(203) 447-7703
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Cornell University
Cornell Committee on Education and the Community
Katherine Doob
Staff Coordinator, CECC
Box 199 Baker Laboratory
Ithaca, NY 14853
(607) 256-8602
1 (p. 84)

County College of Morris
CROSSROADS: A Program for Academically Gifted Students
Joanne Narr
Program Developer
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Randolph, NJ 07869
(201) 361-5000 x204
504

Craven Community College
"A Step Ahead"
Dr. Lewis S. Redd
Dean of the College
P.O. Box 885
New Bern, NC 28560
(919) 638-4131
68

Creighton University
Partners in Excellence
Dr. Bryan F. LeBeau
Department of History
Omaha, NE 68128
(402) 280-2652/2884
735

Crowder College
(Technical Programs)
Judith Hansen
Instructional Dean
Neosho, MO 64850
(417) 451-4700
831

Cumberland County College
2 + 2 Program
Dr. Thomas A. Henry
Dean of Development
Box 517
Vineland, NJ 08360
(609) 691-8600 x209
325

Cumberland County College
Educational Talent Search
Ms. Maud Fried-Goodnight
Director of Special Services/Talent Search
Box 517
Vineland, NJ 08360
(609) 691-8600 x249
975

Cumberland County College
Gifted and Talented Seminars
Michael A. Zaccaria
Assistant Dean of Instruction
Box 517
Vineland, NJ 08360
(609) 691-8600 x322
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Cumberland County College
High School Honors Program
Michael A. Zaccaria
Assistant Dean of Instruction
Box 517
Vineland, NJ 08360
(609) 691-8600 x322
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Cumberland County College
Futures Unlimited Conference
Michael A. Zaccaria
Assistant Dean of Instruction
Box 517
Vineland, NJ 08360
(609) 691-8600 x322
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Cumberland County College
Resources Offered for Gifted and Talented Education
Michael A. Zaccaria
Assistant Dean of Instruction
Box 517
Vineland, NJ 08360
(609) 691-8600 x322
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D

Dartmouth College
Andover-Dartmouth Urban Teacher's Institute
C. Dwight Lahr
Dean of the Faculty
301 Wentworth Hall
Hanover, NH 03755
(603) 646-3999
933

DeKalb College-Central Campus
Joint Enrollment Program
Dr. Robert W. Clark
Director of Special Programs
555 N. Indian Creek Drive
Clarkston, GA 30021
(404) 299-4025
152

DePaul University
Professional Education Program
Dr. Joan M. Lakebrink
Director of Graduate Programs
2323 N. Seminary
Chicago, IL 60614
(312) 341-8107
188

DePaul University
Graduate Renewal Opportunities
Dr. Joan Lakebrink
Director of Graduate Programs
2323 N. Seminary
Chicago, IL 60614
(312) 341-8107
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DePaul University
Your Part in Chicago's Economy
Barbara Reque
Director, Center for Economic Education
2323 N. Seminary
Chicago, IL 60614
(312) 341-8173
191 (p. 48)

DePaul University
STEP (Students, Teachers, Educators, Parents)
Rafaela E. Weffer, Ph.D.
Project Director
Hispanic Programs, 2323 N. Seminary
Chicago, IL 60614
(312) 341-8340
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DePaul University
Small Change
Barbara Reque
Director, Center for Economic Education
2323 N. Seminary
Chicago, IL 60614
(312) 341-8173
539

DeVry Institute of Technology
Adopt-A-School
Susan A. Snyder
Academic Counselor
1350 Alum Creek Drive
Columbus, OH 43209
(800) 426-2206
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DeVry Institute of Technology
High School Fellowship Program
Michael McCormick
Asst. National Director, RSF Administration
2201 W. Howard Street
Evanston, IL 60202
(312) 328-8100
649

DeVry Institute of Technology
High School Assistance Program
Phil Sparacino
Manager-High School Program
2201 W. Howard Street
Evanston, IL 60202
(312) 328-8100
728

Delaware County Community College
Matching Adults to Technical Education
Dr. Paul L. McQuay
Dean
Route 252 & Media Line Road
Media, PA 19063
(215) 359-5288
798

Diablo Valley College
(Joint Facilities Use)
Dr. C.K. Sapper
Dean of Instruction
Pleasant Hill, CA 94523
(415) 685-1230
734

Dodge City Community College
Unified School District 443 - DCCC Cooperative
Duane Buigher
Associate Dean of Instruction
2501 N. 14th Street
Dodge City, KS 67801
(316) 225-1321
165

Dominican College
Academy for the Professional Development of Teachers
Dr. Barry A. Kaufman
Chairman
Department of Education, 1500 Grand Avenue
San Rafael, CA 94901
(415) 457-4440
782

Donnelly College
College Credits Now
Sister Virginia Minton, OSB
Academic Dean
608 N. 18th Street
Kansas City, KS 66102
(913) 621-6070
148

Drury College
Adopt-A-School
Daniel R. Beach
Director of Teacher Education
900 North Benton
Springfield, MO 65802
(417) 865-8731 x271
31

Dutchess Community College
BOCES Articulation-Dutchess, Putnam, and North Westchester Counties
Mrs. Edna Gardenier
Head, Department of Nursing
Dutchess Community College
Poughkeepsie, NY 12601
(914) 471-4500
827

E

East Los Angeles College
Non-Credit Enrichment Programs
Kenneth L. Hunt
Dean of Academic Affairs
1301 Brooklyn Avenue
Monterey Park, CA 91754
(213) 265-8723
276 (p. 55)

East Los Angeles College
High School Concurrent Enrollment
Kenneth L. Hunt
Dean of Academic Affairs
1301 Brooklyn Avenue
Monterey Park, CA 91754
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290

East Texas State University
East Texas School Study Council
Dr. Lynn Turner
Director
Commerce, TX 75428
(214) 886-5516
268 (p. 71)

East Texas State University
The Northeast Texas Suburban Teacher Education Council
Dr. Mary J. Vance
Director of Field Experiences
East Texas Station
Commerce, TX 75428
(214) 886-5643
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East Texas State University
Dallas Teacher Education Council
Dr. Mary J. Vance
Director of Field Experience
East Texas Station
Commerce, TX 75428
(214) 886-5643
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East Texas State University
East Texas Teacher Education Council
Dr. Mary J. Vance
Director of Field Experiences
East Texas Station
Commerce, TX 75428
(214) 886-5643
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Eastern Mennonite College
Mennonite High School Articulation Agreement
Marie Hertzler Horst
Assistant Dean
Harrisonburg, VA 22801
(703) 433-2771
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Eastern Michigan University
The Urban Education Alliance
Dr. John W. Dobbs
Executive Director
34 Boone Hall
Ypsilanti, MI 48197
(313) 487-3249
1015 (p. 49)

Eastern Michigan University
Michigan Youth Leaoership for Action Program
Dr. Mary Green
Associate Dean and Director, Educational Service Center
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Ypsilanti, MI 48197
(313) 487-3135
1016 (p. 92)

Eckerd College
Pinellas Leadership Academy
Kathryn J. Watson
Associate Dean of Faculty
St. Petersburg, FL 33705
(813) 867-1166 x385
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Edinboro University
Enhancement of Reasoning Through Microcomputer Research Modeling
Jack Culbertson
Department Chairman
Psychology and Counseling
Edinboro, PA 16444
(814) 732-2774
527 (p. 68)

Edinboro University
(In-Service for Teachers)
Dr. James R. Flynn
Director
116 Miller Research/Learning Center
Edinboro, PA 16444
(814) 732-2806
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Edinboro University
Edinboro University/Ashtabula County Inservice Project
Dr. Robert Zanotti
Chairman, Elementary Education
218 Butterfield Hall
Edinboro, PA 16444
(814) 732-2750
644

Edinboro University
Erie Day School/Edinboro University
Dr. Burton Witthuhn
Provost, Vice-President for Academic Affairs
Reeder Hall
Edinboro, PA 16444
(814) 732-2729
645

Edison Community College
Offering College Courses to High School Students
Dr. Dorothy L. Lord
Vice President for Academic Affairs
8099 College Parkway
Fort Meyers, FL 33907
(813) 489-9242
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El Paso Community College
Articulation
Diane K. Troyer, Ph.D.
Dean, Business and Technology
P.O. Box 20500
El Paso, TX 79998
(915) 534-4038
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Elgin Community College
Middle College
Edward E. Brown
Assistant Vice President, Off-Campus Programs
1700 Spartan Drive
Elgin, IL 60123
(312) 697-1000
101

Elizabeth Seton College
Leap Into New Knowledge
Mary Egan, S.C., Ph.D.
Director, Special Academic Programs
1061 North Broadway
Yonkers, NY 10701
(914) 969-4000
286 (p. 36)

Emmanuel College
Project BEAM
Dr. Theresa Kirk
Director of Continuing Education
400 The Fenway
Boston, MA 02115
(617) 735-9918
967

Emmanuel College
Project SUMMA
Dr. Rosemary B. Tobin
Associate Professor of Education
400 The Fenway
Boston, MA 02115
(617) 735-9759
968

Erie Community College
High School Student Transfer Articulation
George Thomas
Vice President for Academic Affairs
Main Street and Youngs Road
Williamsville, NY 14221
(716) 634-0800 x243
269

Essex Community College
Articulation Agreement-Baltimore County Public Schools
Jean E. Hunter
Associate Dean of Instruction
Baltimore County, MD 21237
(301) 522-1628
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Evangel College
Adopt-A-School
Dr. Don Roberts
Chairman, Education Department
1111 N. Glenstone
Springfield, MO 65802
(417) 865-2811
45 (p. 75)

Evergreen Valley College
Eastside/San Jose Evergreen Articulation Council
Dr. Greg Ohanneson
Dean, Occupational Education
3095 Yerba Buena Road
San Jose, CA 95135
(408) 274-7900
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Fairleigh Dickinson University
Middle College Program
Kenneth T. Vehrkens
Associate Vice President for Academic Affairs
150 Kotte Place
Hackensack, NJ 07601
(201) 692-2675
571 (p. 35)

Fashion Institute of Design & Merchandising
Adopt-A-School
Vicki Nelson
Executive Dir., Community & Educational Affairs
13701 Riverside Drive
Sherman Oaks, CA 91423
(818) 990-2241
1025

Felician College
Project Forward
Paula S. Wachtel
Director of Continuing Education
260 South Main Street
Lodi, NJ 07644
(201) 778-1190 X15
70

Findlay College
Mazza Gallery School Extension Program
Jerry J. Mallett, Ed.D.
Professor/Mazza Gallery Director
Findlay, OH 45840
(419) 422-8313
730 (p. 95)

Fisk University
Project PENCIL Adopt-A-School
Drs. D. Thieme/Reavis Mitchell
Music/History Departments
Nashville, TN 37203-4501
(615) 329-8500
366

Fisk University
Faculty Involvement in the Public Schools
A.D. Nicholson
Director, Teacher Certification
Box 11
Nashville, TN 37203-4501
(615) 329-8672
892

Fitchburg State College
Summer Russian Institute for High School Students
Dr. Pasquale E. Micciche
Professor
History Department, Miller Hall
Fitchburg, MA 01420
(617) 345-2151
89

Fitchburg State College
Mathematics & Science Curricula Revision K-12
Dr. Michele Moran Zide
Collaborative Project Director
Special Education Department
Fitchburg, MA 01420
(617) 345-2151 x3309
486 (p. 67)

Fitchburg State College
Curricular Development of Industrial Arts and Technical Education
Dr. Philip J. Tardamico
Chairman/Industrial Technology
Highland Avenue
Fitchburg, MA 01420
(617) 345-2151 x3255
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Fitchburg State College
Shirley Lunenburg Educational Technology Project
Dr. Michele Moran Zide
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Special Education Department
Fitchburg, MA 01420
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Five Colleges, Inc.
(Amherst, Hampshire, Mt. Holyoke, Smith, U. of Mass.)
Mary Alice B. Wilson
Partnership Coordinator
P.O. Box 740
Amherst, MA 01004
(413) 256-8316
10 (p. 25)

Florida International University
Vested Interest Program
Caryl Myers
Director of Special Programs
Miami, FL 33199
(305) 554-2892
107

Florida International University
Partner in Progress Program
Dr. Norman M. Goonen
Associate Dean
Undergraduate Studies
Bay Vista Campus
North Miami, FL 33181
(305) 940-5754
108 (p. 33)

Florida International University
Scholars in Teacher Education
Dr. Peter J. Cistone
Dean, College of Education
Tamiami Trail
Miami, FL 33199
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Florida International University
Junior High Gifted Program
Caryl Myers
Director of Special Programs
Miami, FL 33199
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Florida State University
Partners for Excellence
Dr. Andrew Oseroff
Assistant Dean
202 Education
Tallahassee, FL 32306
(904) 644-3760
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Foothill College
Academically Talented Youth Program
Marilyn McDonald
Dean of Learning Resources
12345 El Monte Road
Los Altos Hills, CA 94022
(415) 960-4390
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Fort Scott Community College
(College Courses for High School Students)
Laura Meeks
Dean of Instruction
2108 S. Horton
Fort Scott, KS 66701
(316) 223-2700
157

Francis Marion College
Pee Dee Education Center
Dr. Tom Sills
Chairman, Department of Education
P.O. Box F-7500
Florence, SC 29501
(803) 661-1460
407

Franklin College of Indiana
Edinburgh E. Side Elem. School Problem Solving Workshop
Dr. James Green
Chair, Department of Education
Franklin, IN 46131
(317) 736-8441
515

Franklin and Marshall College
Commonwealth Partnership
Marjorie Merklin
Administrative Director, Commonwealth Partnership
Lancaster, PA 17604
(717) 291-4304
779

Fresno City College
Early College Start
Ray C. Cramer
Dean, Math, Science, and Engineering Division
1101 E. University Avenue
Fresno, CA 93741
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762

Friends World College
(Global Education Curricula)
Dr. Robert Leonard
Vice-President
Huntington, NY 11743
(516) 549-5000
1011

Furman University
Center of Excellence
Dr. Judy Lehr
Director
Greenville, SC 29613
(803) 294-2212
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G

Genesee Community College
(Transfer Credit for High School Students)
Thomas Nelson
Associate Dean
Batavia, NY 14020
(716) 343-0055 x225
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Genesee Community College
Genesee Region Teacher Center
Ruth Fossedal
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Batavia, NY 14020
(716) 343-0055 x529
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Genesee Community College
(Advanced Placement Credit in Criminal Justice)
Thomas Nelson
Associate Dean
Batavia, NY 14020
(716) 343-0055 x225
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Genesee Community College
(Faculty Trade Program)
Thomas Nelson
Associate Dean
Batavia, NY 14020
(716) 343-0055
837

Genesee Community College
Livingston/ Steuben/ Wyoming BOCES Articulation Agreement
Gena Proulx
Associate Dean
Batavia, NY 14020
(716) 343-0055 x326
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Genesee Community College
Genesee-Wyoming BOCES Articulation Agreement
Gena Proulx
Associate Dean
Batavia, NY 14020
(716) 343-0055 x326
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Genesee Community College
Orleans-Niagara BOCES Articulation Agreement
Gena Proulx
Associate Dean
Batavia, NY 14020
(716) 343-0055 x326
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Genesee Community College
Tompkins/Seneca/Tioga BOCES Articulation Agreement
Gena Proulx
Associate Dean
Batavia, NY 14020
(716) 343-0055 x326
897

Genesee Community College
BOCES Second Supervisory District Monroe/Orleans Articulation Agreement
Gena Proulx
Associate Dean
Batavia, NY 14020
(716) 343-0055 x326
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George Mason University
Early Admission Program
Director of Admissions
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Fairfax, VA 22030
(703) 323-2107
260

George Mason University
Concurrent Enrollment Program
Director of Admissions
4400 University Drive
Fairfax, VA 22030
(703) 323-2107
261

George Mason University
Excel Program
Director of Admissions
4400 University Drive
Fairfax, VA 22030
(703) 323-2107
576

Georgetown University
(Opportunities for Minority Students)
Felix Toledo
Assistant Director, Center for Minority Stu. Affair
P.O. Box 2266
Washington, D.C. 20057
(202) 625-4211
379

Georgetown University
Georgetown University Articulation Program
James F. Slevin
Chair, Department of English
Washington, DC 20057
(202) 625-4220/4949
944 (p. 25)

Georgia Southwestern College
The Southwest Georgia Writing Project
Dr. Ondee Ravan
Director
Americus, GA 31709
(912) 928-1248
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Georgia State University
Science Education and Engineering Project
Dr. Jack Hassard
Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2518
522

Georgia State University
Trinity School Project
Dr. Hiram Johnston
Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-4050
523

Georgia State University
Center for Business and Economic Education
Dr. Beverly Armento
Associate Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2520/3284
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Georgia State University
Off-Campus Programs Leading to the Ed.S. Degree in Library Media Technology
Dr. R. Allan Spanjer
Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2458
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Georgia State University
Cooperative Institute for the Graduate Education of Secondary Science Teachers
Dr. Ed Lucy
Associate Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2518
621

Georgia State University
Mathematics and Science Master Teacher Center
Dr. Ashley Morgan
Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2518
622

Georgia State University
Conference on Written Composition
Dr. Ramona Frasher
Associate Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2522
623

Georgia State University
Visually Interactive Computer Experiences in Mathematics
Dr. Hiram Johnston
Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-4050
624

Georgia State University
Georgia Center for Citizenship and Law-Related Education
Dr. George Stansbury
Associate Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2520
625

Georgia State University
Model United Nations
Dr. John Diehl
Assistant Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-2516
736

Georgia State University
Georgia State University High School Mathematics Tournament
Dr. Hiram Johnston
Professor
Department of Curriculum and Instruction
Atlanta, GA 30303
(404) 658-4050
737

Georgia State University
Principals' Institute
Dr. Joe Richardson
Director
Atlanta, GA 30303
(404) 658-2529
1053

Glendale Community College
MESA-Mathematics, Engineering, Science Achievement Program
Owen Layton
Vocational Director
20402 N. 15th Avenue
Phoenix, AZ 85027
(602) 866-5632
757

Glendale Community College
High School-Community College Articulation
Owen Layton
Vocational Director
20402 N. 15th Avenue
Phoenix, AZ 85027
(602) 866-5632
917

Gloucester County College
Credit Bank
Richard H. Jones
Vice President of the College
Sewell, NJ 08080
(609) 468-5000
163

Gordon College
(Pre-student-teaching experience)
Tony Pitkin
Chairman, Division of Education
255 Grapevine Road
Wenham, MA 01984
(617) 927-2300
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Goucher College
Goucher College-Northern High School Partnership
Eli Velder
Professor of Education
Education Department
Towson, MD 21204
(301) 337-6263
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Grand Canyon College
Arizona Alliance for Mathematics, Science, & Technology Education
Dr. Charles Hoyt
Chairman, Arizona Alliance
3300 W. Camelback
Phoenix, AZ 85017
(602) 249-3300
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Green River Community College
Early Entry Program
Nancy Skerritt
Academic Specialist for Secondary Education
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Auburn, WA 98002
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Greenfield Community College
Talented and Gifted Program
Dr. Carol Pope
Program Coordinator
Greenfield, MA 01301
(413) 774-3131
982 (p. 52)

Greenville Technical College
Articulation Program-Greenville County School District
Dr. Kay Grastie
Vice President for Education
P.O. Box 5616
Greenville, SC 29606-5616
(803) 239-3085
886 (p. 63)

Grossmont College
East County Articulation Council
Dr. Ivan L. Jones
President, Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020
(619) 465-1700 x100
901

Gulf Coast Community College
Bay Council of Social Studies
William Frederick Sale
Chairman, Social Sciences
Panama City, FL 32401
(904) 269-1551
947

Gustavus Adolphus College
The Gustavus - Richfield Colloborative Project
David C. Johnson
Dean
St. Peter, MN 56082
(507) 931-7542
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H

Hagerstown Business College
Professional Teaching Seminars
Esther Bryant
Academic Dean
1050 Crestwood Drive
Hagerstown, MD 21740
(301) 739-2670
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Hagerstown Junior College
County/College Articulation
Michael H. Parsons, Ed.D.
Dean of Instruction
751 Robinwood Drive
Hagerstown, MD 21740
(301) 790-2800
884

Halifax Community College
Halifax Community College-Northampton County Schools Cooperative Program
Lewis C. Lane, Jr.
Dean of Industrial Technologies
P.O. Drawer 809
Weldon, NC 27890
(919) 536-3125
129

Harford Community College
Harford Outdoor Science Education Improvement Project
William Hibschman
Project Director
401 Thomas Run Road
Bel Air, MD 21014
(301) 836-4306
13

Harford Community College
Office Education, Information Science
R. Upperman
Dean for Career Studies
401 Thomas Run Road
Bel Air, MD 21014
(301) 836-4320
910

Harrisburg Area Community College
Joint Industrial Automation Technology Program
Dr. Bernard M. Solon
Vice-President, Academic Affairs
3300 Cameron Street Road
Harrisburg, PA 17110
(717) 780-2345
474

Harrisburg Area Community College
A Literary Journal (Accolades) for High School Students
Dr. Edward McCarthy
Professor, English
3300 Cameron Street Road
Harrisburg, PA 17110
(717) 780-2549
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Hartford College for Women
High School Exploratory Program
Susan Lewandowski
Director of Admissions
1265 Asylum Avenue
Hartford, CT 06105
(203) 236-1215
981

Henderson State University
(Writing Workshop)
Dr. Charles Hughes
Director
Arkadelphia, AR 71923
(501) 246-5511
704

Hiram College
Hiram Summer Scholars
Craig L. Moser
Associate Dean
Hiram, OH 44234
(216) 569-5127
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Holy Family College
Holy Family College-Nazareth Academy
Lisa Woodside
Academic Dean
Philadelphia, PA 19114
(215) 637-7700
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Hood College
Hood Start Program
Mary Ann Dvorsky/Carolyn Lewis
Academic Advisor / Admissions Counselor
Frederick, MD 21701
(301) 663-3131
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Hood College
Seminar for Beginning Teachers
Ms. Kittybelle Hosford
Instructor
Frederick, MD 21701
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181

Hope College
Upward Bound
Mr. Ron Stella
Principal
Holland High School
600 VanRaalte Ave.
Holland, MI 49243
(616) 396-3511
280 (p. 45)

Hope College
Mentor Program
Dr. Carl Schackow
Professor of Education
Holland, MI 49423
(616) 392-5111 x3030
393

Hope College
Dual Enrollment of High School Students
James Bekkering
Dean for Admissions
Admissions Office
Holland, MI 49423
(616) 392-5111 x2200
961

Hope College
PATH (Program for Academically Talented at Hope)
Dr. Nancy Miller/Patricia Hill
Dean for Social Sciences/ Director of PATH Program
Holland, MI 49423
(616) 392-5111
1039

Houston Community College System
College Study Option Program
Dr. Marilynn Liddell
Manager, Cooperative Education
4310 Dunlavy
Houston, TX 77006
(713) 868-0774
105

Howard University
Model High School Cooperative Agreement
Dr. Willie T. Howard
Dean, School of Education
School of Education
Washington, DC 20059
(202) 636-7219
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Hudson County Community College
High-Tech High School
Mark Oromaner
Vice President, Planning, Research and Evaluation
901 Bergen Avenue
Jersey City, NJ 07306
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Humacao University College
Center for the Support of the Educational Development
Dr. Alida Ortiz
Coordinator
CUH Station
Humacao, PR 00661
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Idaho State University
A Study of Induction in Southeastern Idaho
Dr. Beverly J. Klug
Assistant Professor of Education
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Idaho State University
The League of Schools
Angela Luckey
Coordinator
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682 (p. 20)

Illinois Wesleyan University
Faculty High School Visitation
Jerry Israel
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Indian Hills Community College
Area 15 Area Planning Council
Dr. Stephen M. Poort
Vice President for Instruction
Grandview and Elm
Ottumwa, IA 52501
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Indiana University
Advance College Project
Leslie J. Coyne
Director of Summer Sessions/Advance College Project
Maxwell Hall 254
Bloomington, IN 47405
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277 (p. 30)

Indiana University at Kokomo
Project: TEACHER
Dr. Nedra S. Kinerk
Chair, Division of Education
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Indiana University at South Bend
Celebrating Academic Talent and Cultural Heritage
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Chair, Division of Education
1700 Mishawaka Avenue,
P.O. Box 7111
South Bend, IN 46634
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Indiana University at South Bend
Community Education Roundtable of St. Joseph County, Inc.
Dr. Carl F. Lutz
Vice-President and Dean
1534 W. Sample Street
South Bend, IN 46619
(219) 289-7001
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Indiana University of Pennsylvania
IUP/ARIN/Public Schools Partnerships in Education
Dr. Charles W. Ryan
Dean, College of Education
104 Stouffer Hall
Indiana, PA 15705
(412) 357-2480
903 (p. 82)

Indiana University-Purdue University at Indianapolis
(Events and Special Activities)
Dr. Miriam Z. Langsam
Associate Dean, School of Liberal Arts
425 Agnes Street
Indianapolis, IN 46202
(317) 274-3976
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Information Technology Education Consortium of Northeast Florida
Executive Director
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Jacksonville, FL 32203
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Iowa Western Community College
Secondary Programs in Area Career Education Select Senior Program
Otis Elkin
Director of Teaching and Instruction
2700 College Road, Box 4-C
Council Bluffs, IA 51502
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477

Islands Community College
Mt. Edgecumbe Boarding High School 2 + 2
R. M. Griffin
Dean of Instruction
1101 S.M.C. Blvd.
Sitka, AK 99835
(907) 747-6653
328

Itawamba Junior College
Regional Educational Services Agency
Dr. W. F. Edmonson
Dean of Inst.
Fulton, MS 38843
(601) 862-3101
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J. Sargeant Reynolds Community College
(Sociology for High School Students)
Arthur L. Dixon
Division Chair, Humanities and Social Sciences
P.O. Box C-32040
Richmond, VA 23261-2040
(804) 264-3236
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J. Sargeant Reynolds Community College
Urban Community College Transfer Opportunities Program
Betsy Woolf
Alumni Transfer Coordinator
Richmond, VA 23261-2040
(804) 786-6815
205 (p. 48)

J. Sargeant Reynolds Community College
Goochland County Public Schools Automotive Technology Articulation Program
Mr. Richard E. Brewer
Dean-Western Campus
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Richmond, VA 23261-2040
(804) 786-7113
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Jackson State University
Adopt-A-School Program
Dr. Beatrice B. Mosley
Dean, School of Education
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Jackson, MS 39217
(601) 968-2433
865

Jersey City State College
Renaissance Program at Snyder High School
M. Jerry Weiss
Distinguished Service Professor of Communications
2039 Kennedy Boulevard
Jersey City, NJ 07305
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1034

John C. Calhoun State Community College
Honors Program
Mrs. Elizabeth Brett
Director, Honors Program
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Decatur, AL 35602
(205) 353-3102
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John C. Calhoun State Community College
Accelerated High School
Dr. Carl Evans
Registrar, Director of Admissions
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Decatur, AL 35602
(205) 353-3102 x321
589

John C. Calhoun State Community College
Visiting Instructor
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Decatur, AL 35602
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John C. Calhoun State Community College
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Decatur, AL 35602
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John Wood Community College
Escrow Program
Charlotte Lee
Dean of Instructional Services
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Quincy, IL 62301
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Johns Hopkins University
Dunbar High School Health Professions Program
Dr. Warren C. Hayman
Coordinator
Baltimore, MD 21218
(301) 338-8273
282 (p. 39)

Johns Hopkins University
Center for the Advancement of Academically Talented Youth
William G. Durden
Director
Charles and 34th Streets
Baltimore, MD 21218
(301) 338-8427
569 (p. 51)

Johns Hopkins University
Computers to Enhance Science Education
Dr. Jo Ellen Roseman
Science Education Program Coordinator
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Baltimore, MD 21218
(301) 338-8273
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Johns Hopkins University
Pilot Music Program of The Peabody Preparatory and the Baltimore City Public Schools
Fran G. Zarabick
Dean, Peabody Preparatory
21 East Mount Vernon Place
Baltimore, MD 21202
(301) 659-8127
1064

Johnson County Community College
College Now
Dr. James M. Williams
Director, Communications Division
12345 College at Quivira
Overland Park, KS 66210-1299
(913) 469-8500
4 (p. 31)

Judson College
Teacher Education
Jeanette Hsieh
Director of Teacher Education
1151 North State Street
Elgin, IL 60123
(312) 695-2500
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K

Kalamazoo College
Academically Talented Youth Program
Carol R. McCarthy
Director
Kalamazoo, MI 49007
(616) 383-8550
547 (p. 54)

Kansas City Kansas Community College
Early Admissions
Dr. Merlyne Hines
Director, Off Campus Education
7250 State Avenue
Kansas City, KS 66112
(913) 334-1100
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Kapiolani Community College
Operation Reshape
Dr. Marion Lamb
Assessment and Information Services
Honolulu, HI 96826
(808) 531-4654 x226
52 (p. 96)

Kean College of New Jersey
Kean College Bridge Program
James E. Cook
Dean, School of Education

Union, NJ 07083
(201) 527-2136
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Keene State College
Strengthening School Transitions for Students K-13
Charles Napoli, Principal
Keene High School
43 Arch Street
Keene, NH 03431
(603) 352-0640
966 (p. 66)

Kent State University
Northeastern Ohio Coalition of High Schools for the Future
Richard Niece
Director
408 White Hall
Kent, OH 44242
(216) 672-2202
271 (p. 70)

Kent State University
Mini-Conferences on College Preparatory Education
Terry Kuhn
Assistant V.P. for Academic & Student Affairs
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Kent, OH 44242
(216) 672-2220
797

Kentucky State University
College Connection
Anthony J. Hartman
Assistant to the Dean, Community College
Frankfort, KY 40601
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Kenyon College
School-College Articulation Program
Peter Rutkoff
Associate Director
Gambier, OH 43022
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30 (p. 35)

Kingsborough Community College
College Now
Dr. Stuart Suss
Director
2001 Oriental Boulevard
Brooklyn, NY 11235
(718) 934-5170
274 (p. 32)

Knox College
Personal and Professional Growth Program
Stephen Bailey
Associate Dean
Galesburg, IL 61401
(309) 343-0112
307

Kutztown University
Berks County Academic Alliance
Sylvester Kohut, Jr.
Dean
College of Education
Kutztown, PA 19530
(215) 683-4253
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L

LaGuardia Community College
Middle College High School
Janet E. Lieberman
Special Assistant to the President
31-10 Thomson Avenue
Long Island City, NY 11101
(718) 482-5049
1078 (p. 40)

Lake Michigan College
Early College
Joel Zienty
Chairman, Humanities Department
Benton Harbor, MI 49022
(616) 927-3571
23 (p. 34)

Lake Michigan College
Young Authors Conference
Linda M. Castle
Director, Community Services
2755 E. Napier Avenue
Benton Harbor, MI 49022
(616) 927-3571
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Lakeland Community College
Science Mathematics Summer Institute
Robert Allen
Division Director, Science and Health
Mentor, OH 44060
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Lakeland Community College
Early English Composition Assessment Program (EECAP)
Dr. John Covolo
Chairman, English Department
Mentor, OH 44060
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Lamar University
Lamar Early Access Program
Dr. Charles Burke
Director
Box 10034
Beaumont, TX 77718
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Leeward Community College
Alaula Bridge Project (Native Hawaiian Vocational Education Project)
Lucy M. Gay
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96-045 Ala Ike
Pearl City, HI 96782
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Lenoir-Rhyne College
Summer Enrichment Program for Gifted and Talented Students
Donald G. Hayes
Professor of Education
Hickory, NC 28603
(704) 328-1741
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Lesley College
Cambridge/Lesley Literacy Project
June Fox
Dean, Education
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Cambridge, MA 02238
(617) 868-9600 x363
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Lewis and Clark College
Continuing Education/Schools Advisory Committee
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Lincoln Land Community College
Community College/Area Vocational Center Combined Programs
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463

Live Oak High School
Gavilan Articulation Program
Dr. Mary Jane Paulsen
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Livingston University
Alabama/Livingston Teacher Inservice Center
James H. Patrenos
Dean, College of Education
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Livingston, AL 35470
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Long Island University, Brooklyn Campus
Special Education Preservice Institute
Dr. Bob Nathanson
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Brooklyn, NY 11201
(718) 403-1044
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Long Island University, Brooklyn Campus
Learning How to Learn: H.S./College Linkage for the Learning Disabled
University Plaza
Brooklyn, NY 11201
(718) 403-1001
833

Long Island University, Brooklyn Campus
Children's Institute
University Plaza
Brooklyn, NY 11201
(718) 403-1001
834

Long Island University, Brooklyn Campus
Project Linkage: Collaborative Masters Degree Program
Dr. Malcolm Friedman
Dean-School of Education
University Plaza
Brooklyn, NY 11201
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868

Long Island University, Brooklyn Campus
Advisory Group for High School of Telecommunication Arts and Technology
Gary Marotta
University Dean

University Plaza
Brooklyn, NY 11201
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Long Island University, Brooklyn Campus
Special Education Preservice Institute
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Brooklyn, NY 11201
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Long Island University, Brooklyn Campus
Bridge Programs
Bernice Braid, Ph.D.
Director
Honors Office
Brooklyn, NY 11201
(718) 403-1049
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Long Island University, C.W. Post Campus
Secondary Collegiate Articulated Learning Experience Program
Cynthia Schneeberg
Assistant Director, Special Programs
Brookville, NY 11548
(516) 299-2211
65 (p. 31)

Long Island University, C.W. Post Campus
Freshman Academic Study for Talented High School Seniors - FAST
Dr. Donald K. Frank
Director
Brookville, NY 11548
(516) 299-2407
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Longview Community College
Right Start Program
Dr. John F. Henson
Dean of Instructional Services
500 Longview Road
Lee's Summit, MO 64063
(816) 763-7777
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Longview Community College
Independent Study Program
Mr. Phillip Hubbard
Dean of Continuing Education
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Lee's Summit, MO 64063
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Los Angeles Community College District
2 + 2 Hi-Tech Project
Dr. Jack Fujimoto
Assistant to the Chancellor
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Los Angeles, CA 90017
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Louisiana State University
LSYOU (dropout intervention)
Dr. Jonathan Shapiro
Associate Professor of Education
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Baton Rouge, LA 70803
(504) 388-6933
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Louisiana State University
Mathematics Department Service Programs
O. Carruth McGehee
Dean of Academic Services
208 Coates Hall
Baton Rouge, LA 70803
(504) 388-6652
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Louisiana State University
Louisiana State University/ADVANCE Program
Dr. Joseph Licata
Chair, Dept. of Admin. & Foundational Services
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Baton Rouge, LA 70803
(504) 388-2149
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Louisiana State University
Science for Elementary School Teachers
Ronald J. Henry
Dean
College of Basic Sciences
Baton Rouge, LA 70803
(504) 388-8859
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Louisiana State University
Louisiana State University Writing Project
David England
Associate Professor of Education
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702

Louisiana State University at Alexandria
(College Courses for High School Students)
Dr. Ben F. Martin
Dean of Academic Affairs
Alexandria, LA 71302-9633
(318) 473-6446
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Louisiana State University in Shreveport
Academic Excellence Program
C.R. McPherson
Assistant to the Vice Chancellor
8515 Youree Drive
Shreveport, LA 71115
(318) 797-5247
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Louisiana State University in Shreveport
Special Talent Program
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Louisiana State University in Shreveport
Fourth District Professional Development Center
Dr. Charles Wilson
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Louisiana State University in Shreveport
Theory, Practice, and Teaching of Composition: Seminars for Teachers
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Lower Columbia College
Vocational Articulation
Dr. Donald E. Fuller
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Loyola Marymount University
Mathematics Program for Superior High School Students
Michael R. Cullen
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Loyola University of Chicago
Promoting Educational Excellence and Communication
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Director, Center for Children & Families
The Graduate School
Chicago, IL 60626
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1044

Loyola University of Chicago
Child Development and Special Education Course
Dr. Carol Harding
Associate Professor of Education and Psychology
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Chicago, IL 60626
(312) 670-3030
1045

Loyola University of Chicago
Hispanic Alliance Peer Counseling Program
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Director
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Loyola University of Chicago
Sullivan High School Extension Program
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Chicago, IL 60626
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Loyola University of Chicago
The Taft Institute for Two-Party Government
Dr. Alan R. Gitelson/Dr. James Wiser
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Loyola University of Chicago
PREVU
Mark E. Wolff
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Loyola University of Chicago
Project Upward Bound
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Loyola University, New Orleans
Study Skills Course
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Counselor
Box 200
New Orleans, LA 70118
(504) 865-3835
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Luzerne County Community College
(Personnel Development)
Ms. Nancy Kosteleba
Education Development Officer
Nanticoke, PA 18634
(717) 829-7355
302

M

Macon Junior College
Joint Enrollment of High School Students
Dr. Robert T. Trammell
Dean of the College
Macon, GA 31297
(912) 474-2700
98

Madisonville Community College
Two Plus Two Tech-Prep (Electrical Engineering Technology)
Dr. Arthur D. Stumpf
Director
Madisonville, KY 42431
(502) 821-2250
329

Manhattan College
High School Articulation Program
Dr. Albert J. Hamilton
Dean, School of Arts and Sciences
Riverdale, NY 10471
(212) 920-0345
91

Manhattan College
Comprehensive School Improvement Program - Middle Schools Model Programs
Dr. Estelle L. Fryburg
Associate Professor of Education
Riverdale, NY 10471
(212) 920-0106
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Manhattan College
Project Chamb
Dr. James H. Rimmer
Director
Department of Health & Physical Education
Riverdale, NY 10471
(212) 920-0216
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Manhattan College
Science & Technology Entry Program and Pre-Engineering Comprehensive Achievement Program
Mr. Ismael Diaz
Director of Pre-Cap
School of Engineering
Riverdale, NY 10417
(212) 920-0281
222

Maple Woods Community College
Accounting and Biology for High School Seniors
Robert D. Richey
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Kansas City, MO 64156
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74

Maricopa Community College
(College Credit for High School Courses)
John Bradley
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Phoenix, AZ 85034
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Marietta College
(College Credit for High School Students)
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Marion Technical College
Whiz Kids
Thomas S. Jordan, Ph.D.
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Marion, OH 43302
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Marquette University
Upward Bound
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Marquette University
Education Clinic
Jeffrey Neuhauser
Admissions Counselor
Marquette Hall 107
Milwaukee, WI 53233
(414) 224-7700
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Marquette University
Equal Opportunity Program
Jeffrey Neuhauser
Admissions Counselor
Marquette Hall 107
Milwaukee, WI 53233
(414) 224-7700
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Marquette University
Pre-Engineering Program
Jeffrey Neuhauser
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Marquette Hall 107
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Marymount College
Academic Alliances in Foreign Languages and Literatures
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754 (p. 21)

Massachusetts College of Art
Multi-cultural Program for Adolescence
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Massachusetts College of Art
The Magnet Art Program
Dr. Christy Park
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Massachusetts College of Art
"Saturday Studios"
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1022

McDowell Technical College
McDowell High School/McDowell Technical Cooperative Program
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Marion, NC 28752
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719

McNeese State University
(College Courses on the High School Campus)
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Lake Charles, LA 70609
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Medical College of Georgia School of Allied Health Sciences
Adopt-A-School
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251

Mercer County Community College
High School Articulation
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906

Michigan State University
Multiple Perspectives
Dr. Joyce Putnam
Coordinator

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920

Michigan Technological University
Summer Youth Program
Chris S. Anderson
Coordinator, Youth Programs
Houghton, MI 49931
(906) 487-2219
556

Michigan Technological University
Women in Engineering Program
Chris S. Anderson
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Millersville University
Field Experiences in Early Teacher Training
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Milwaukee Area Technical College
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Metro-Milwaukee Employment Curriculum Articulation Project
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Milwaukee Area Technical College
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Mississippi Gulf Coast Junior College
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Mississippi State University
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Missouri Western State College
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Mobile College
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Mohawk Valley Community College
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Articulation with Camden Central High School
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Mohawk Valley Community College
Articulation with BOCES: Oneida, Madison, Herkimer, Lewis and Warren Counties
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Molloy College
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Monmouth College
College for Kids
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Monroe Community College
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Montgomery College
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Montgomery College, Takoma Park
Physical Science for Elementary School Teachers
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Morningside College
The Longfellow School/M. C. Partnership Program
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Mount Marty College
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North Arkansas Community College
Ozarks Unlimited Resources (OUR) Cooperative
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North Arkansas Community College
Articulation Agreement: Springdale, Rogers, Fayetteville High Schools
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Providence College
Improving Science Teaching at the Secondary Level
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Providence College
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Reed College
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Regis College
Advanced College Credit Program
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Rhode Island College
Early Enrollment Program
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Ambassador Program
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Summer Scholars Program
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Rutgers University
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Rutgers University
Summer Presidential High School Articulation Program
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Rutgers University
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Rutgers University
Pre-College Engineering Program
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Rutgers University
Minority Introduction to Engineering (MITE)
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Rutgers University
Pharmacy Enrichment Program
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Rutgers University
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Rutgers University
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Rutgers University
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Teachers' Summer Institute: Puerto Rican Lit. Curriculum for H.S. Students
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Rutgers University
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Rutgers University
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Saint Joseph's College
Mercy High School Program
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Saint Martin's College
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Saint Mary's College
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Great Texts Seminars for High School Teachers
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Salem State College
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San Diego State University
San Diego County Student Opportunity and Access Program
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Alliance for Excellence
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San Diego State University
Youth Employment: Transition from School to Work and Community
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Learning Handicapped: The Transition of School to Work
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San Diego State University
Gifted Education Lecture Series--Broad Horizons
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San Diego State University
Skills for School Success
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San Diego State University
Design for Excellence Conference
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Classics in British Literature: A Workshop for High School Teachers
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School of the Ozarks
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Shepherd College
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Scotland School for Veterans Children Cooperative Program
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Siena Heights College
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Pre-College Project to Raise Students' Performance on the ACT
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SUNY at Cortland
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SUNY at Delhi
Early Admission to College Program
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Regional Program of Excellence
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SUNY at New Paltz
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Temple University
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270 (p. 71)

Virginia Military Institute
Cadet Tutorial Program
R. Stephen RiCharde
Associate Professor of Psychology
Department of Psychology
Lexington, VA 24450
(703) 463-6233
40

Virginia State University
(Richmond Community High School)
Dr. Wilbert Greenfield
President
Petersburg, VA 23803
(804) 520-6581
1033

Virginia Polytechnic Institute and State University
Southwestern Virginia Regional Assessment Center
Richard A. Flanary
Project Director

240 UCOB
Blacksburg, VA 24061
(703) 961-5111
361

Virginia Polytechnic Institute and State University
The Training/Practicing Arm Colloborative Group
Robert G. Underhill
Professor
300 War Memorial Gym
Blacksburg, VA 24061
(703) 961-5347
404

Virginia Polytechnic Institute and State University
Montgomery County Collaborative Group and New River Academic Alliance
Dr. Judith L. Shrum
Assistant Professor
300-C War Memorial Gym
Blacksburg, VA 24061
(703) 961-5537
934

W

Wabash College
Lilly Linkage Program
James Fisher
Chairman, Theater Department
Wabash Avenue
Crawfordsville, IN 47933
(317) 364-4394
51

Wabash College
The Wabash College Bridge Program
Susan Swan
Director
Crawfordsville, IN 47933
(317) 364-4301
378 (p. 44)

Wake Forest University
Winston-Salem/Forsyth Consortium for Personnel Development
Joseph O. Milner
Chairman, Department of Education
Reynolda Station
Winston-Salem, NC 27109
(919) 761-5342
349

Waldorf College
Waldorf College/Area High School T & G
Dr. Susanne Tjornhom
Dean/Vice President for Academic Affairs
Forest City, IA 50436
(515) 582-3465
960

Walla Walla College
Psychology for High School Students
Dr. R. Gary Brendel
Associate Professor/Education and Psychology
College Place, WA 99324
(509) 527-2281
600

Walla Walla College
Writing Workshop for Teachers
Beverly Beem
Chair, Department of English
Department of English
College Place, WA 99324
(509) 527-2862
870

Walla Walla Community College
WWSD/WWCC Alternative Education Program
Dick Cook
Director of Counseling
500 Tansick Way
Walla Walla, WA 99362
(509) 527-4262
382

Washington U., U. Missouri-St. Louis, Webster U., St. Louis U., Southern Ill. U. International Educational Consortium
Dennis Lubeck
Director
6800 Wydown
St. Louis, MO 63105
(314) 721-3255
698 (p. 79)

Wayne Community College
(College Courses for High School Students)
Shirley Boyd
Caller Box Number 8002
Goldsboro, NC 27533-8002
(919) 735-5151
905

Weber State College
Exchange Program
Richard V. Jones
Dean
School of Education
Ogden, UT 84408
(801) 626-6273
343

Weber State College
Vocational/Technical Advanced Placement for High School Students
Kent Randall
Dean, School of Technology
Ogden, UT 84408
(801) 626-6303
468

Wesleyan University
Community and University Services for Education
Marjorie D. Rosenbaum
Exec. Secretary, CAUSE
Director, Educational Studies Program
Middletown, CT 06457
(203) 347-9411 x2478
942 (p. 83)

West Shore Community College
(College Courses for High School Students)
Robert E. Hanison
Dean, Academic Curricula
3000 N. Stiles
Scottville, MI 49454
(616) 845-6211
490

Western Connecticut State University
University/School Collaborative
Walter B. Bernstein
Dean, School of Professional Studies
181 White Street
Danbury, CT 06810
(203) 797-4349
840

Western Kentucky University
Nutrition Project
Dr. Shirley Gibbs
Coordinator, Foods and Nutrition
Department of Home Economics & Family Living
Bowling Green, KY 42101
(502) 745-4352
187

Western Kentucky University
Professional Development Center Network
Jack Neel
Director
Suite 427, CEB
Bowling Green, KY 42101
(502) 745-2451
483 (p. 17)

Western Maryland College
Project DEME
Francis M. Fennell, Ph.D.
Chair, Education Department
Carroll Hall
Westminster, MD 21157
(301) 848-7000 x509
520

Western New England College
Computers for Middle School Students
Dr. Richard Reed
Dean, Arts & Sciences
Springfield, MA 01119
(413) 782-3111
226

Western New England College
Saturday Science Workshops
Dr. Richard Reed
Dean, Arts & Sciences
Springfield, MA 01119
(413) 782-3111
559

Western New England College
Science Workshops for In-Service Elementary Teachers
Dr. Richard Reed
Dean, Arts & Sciences
Springfield, MA 01119
(413) 782-3111
665

Western New England College
Surplus Science Equipment
Dr. Richard Reed
Dean, Arts & Sciences
Springfield, MA 01119
(413) 782-3111
732

Western New England College
Bicentennial of the U.S. Constitution
Dr. Richard Reed
Dean, Arts & Sciences
Springfield, MA 01119
(413) 782-3111
751

Western New England College
English Teachers' Collaborative
Dr. Richard Reed
Dean, Arts & Sciences
Springfield, MA 01119
(413) 782-3111
940

Western New Mexico University
Education Talent Search Program
Hector Cano
Talent Search Coordinator

Box 680
Silver City, NM 88062
(505) 538-6163
713

Western Texas College
(Pre-College Technical Program)
Bettie McQueen
Dean of Instruction
Snyder, TX 79549
(915) 573-8511
104

Western Wyoming College
Senior Options
David Kathka
Vice President for Academic Affairs
P.O. Box 428
Rock Springs, WY 82902-0428
(307) 382-2121
125

Western Wyoming College
Economic Education
David Kathka
Vice President for Academic Affairs
P.O. Box 428
Rock Springs, WY 82902-0428
(307) 382-2121
171

Western Wyoming College
Alternative High School
David Kathka
Vice President for Academic Affairs
P.O. Box 428
Rock Springs, WY 82902-0428
(307) 382-2121
192

Western Wyoming College
Introduction to Teaching
David Kathka
Vice President for Academic Affairs
P.O. Box 428
Rock Springs, WY 82902-0428
(307) 382-2121
401

Western Wyoming College
Quost Options
David Kathka
Vice President for Academic Affairs
P.O. Box 428
Rock Springs, WY 89202-0428
(307) 382-2121
580

Westfield State College
Computer Collaborative
Dr. Louise Butler Haas
Associate Professor of Education
Westfield, MA 01086
(413) 568-3311 x318
677

Westminster College
(College Courses for High School Students)
John Schultz
Assistant Dean of Faculty
Fulton, MO 65251
(314) 642-3361
95

Whitman College
High School Enrichment Program
Douglas H. Underwood
Professor of Mathematics
Walla Walla, WA 99362
(509) 527-5151
87

Whitman College
Whitman College/Blue Mt. Small Schools Consortium Cooperative Project
David May
Associate Professor
Walla Walla, WA 99362
(509) 527-5128
790

Wichita State University
College Courses for High School Students
Dr. David Meabon
Associate Vice President for Academic Affairs
Campus Box #124
Wichita, KS 67208
(316) 689-3671
120

Wichita State University
Wichita Task Force for Expand. Opp.'s for Gifted Minorities in the Pub. Schools
Dr. Warren B. Armstrong
President
Wichita, KS 67208
(316) 689-3001
199

Wichita State University
Administrative Assessment Center
Dr. M. Claradine Johnson
Director
Campus Box #123
Wichita, KS 67208
(316) 689-3507
289

Wichita State University
School Study Council
Leonard M. Chaffee
Executive Secretary
Campus Box #28
Wichita, KS 67208
(316) 689-3301
291

Wichita State University
North Central Association-Kansas
Dr. M. Claradine Johnson
Director
Campus Box #123
Wichita, KS 67208
(316) 689-3507
891

Wilkes College
Public & Independent Schools in IU #18,19,20
Joseph T. Bellucci
Director, Regional Computer Resource Centers
Wilkes Barre, PA 18766
(717) 824-4651
49

William Paterson College
Pre-College Summer Mathematics Program
Dr. Eleanor Goldstein
Professor of Mathematics
300 Pompton Road
Wayne, NJ 07470
(201) 595-2159
714

William Paterson College
The Northern New Jersey Collaborative Group for Foreign Language Teaching
JoAnn Sainz
Assistant Professor
300 Pompton Road
Wayne, NJ 07470
(201) 595-2516
871

William Paterson College
Promoting Excellence Through Writing Across the Curriculum
Dr. Sally Hand
Project Director
302 Matelson Hall
Wayne, NJ 07470
(201) 595-2189
872 (p. 23)

William Paterson College
Pre-College Summer Mathematics Program
Eleanor Goldstein/Robert L. Simpson
Professor of Mathematics/ Dean, School of Science
300 Pompton Road
Wayne, NJ 07470
(201) 595-2159/2193
874

William Paterson College
Off-Campus Pre and Inservice Education
Julie Barrier
Assistant Director
300 Pompton Road
Wayne, NJ 07470
(201) 595-2354
918

William Paterson College
Resources Offered Gifted and Talented Education
Julie Barrier
Assistant Director
300 Pompton Road
Wayne, NJ 07470
(201) 595-2354
959

William Paterson College
College Continuing Education Program for High School Students
Julie Barrier
Assistant Director
300 Pompton Road
Wayne, NJ 07470
(201) 595-2354
964

Wilmington College
Agreement Between Wilmington College and Clinton County School District
John Bryant
Chairman
Education Department
Wilmington, OH 45177
(513) 382-6661 x276
875

Winthrop College
Governor's Remediation Initiative
Sandy McCaskill
Director
115 Withers
Rock Hill, SC 29733
(803) 323-2120
240 (p. 47)

Winthrop College
Educational Management Institute
Dr. Jerry Padgett
Dean, School of Business
Rock Hill, SC 29733
(803) 323-2187
357 (p. 73)

Winthrop College
South Carolina New Principals' Academy
Dr. John Reynolds
Chair, Department of Educational Administration
Rock Hill, SC 29733
(803) 323-2151
362 (p. 74)

Winthrop College
CYLUC-W Consortium
Dr. Michael Griffin
Acting Dean
School of Education
Rock Hill, SC 29733
(803) 323-2151
694

Winthrop College
CYLUC-W Writing Institute
Dr. Joye Berman
Co-Director
Kinard Building
Rock Hill, SC 29733
(803) 323-2171
710

Winthrop College
Young Writer's Conference
Dr. Nell Braswell
Director
School of Education
Rock Hill, SC 29733
(803) 323-2151
759

Wofford College
(School-College Faculty Consulting and Curriculum Planning)
Dan B. Maultsby
Dean of the College
Spartanburg, SC 29301
(803) 585-4821
784

Worcester Polytechnic Institute
Spotlight Program
Lance Schachterle
Professor of English
Worcester, MA 01609
(617) 793-5514
494

Worcester State College
Mathematics and Science Skills Collaborative Project
William Belanger
Project Director
486 Chandler Street
Worcester, MA 01602
(617) 793-8143
774

Worthington Community College
Enrollment Options Program
Patrick M. Johns
Dean of Instruction
1450 College Way
Worthington, MN 56187
(507) 372-2107
1055

Y

Yale University
Yale-New Haven Teachers Institute
James R. Vivian
Director
PO Box 3563 Yale Station
New Haven, CT 06520-3563
(203) 432-1080
1079 (p. 13)

York College of Pennsylvania
YCTEC (York County Teachers of English Colloqium)
Dr. Edward T. Jones
Chair, Department of English/Speech
Country Club Road
York, PA 17405
(717) 846-7788 x273
748

York Technical College
Governor's Remediation Initiative
Dennis Merrell
Vice President for Instruction
US 21 By-Pass
Rock Hill, SC 29730
(803) 324-3130
519

APPENDIX A

American Association for Higher Education
National Association of Secondary School Principals
Syracuse University Project Advance

NATIONAL SURVEY OF SCHOOL-COLLEGE PARTNERSHIPS

1. Name & Location of Institution: _____

_____
city state

1a. Institution's Location: ☐ urban ☐ suburban ☐ rural

1b. Institutional Status: ☐ public ☐ independent

2. Name of Partnership Program: _____

3. Partnership Contacts (representatives who could be contacted for additional information):

	College or University	School
Name:	_____	_____
Title:	_____	_____
Address:	_____	_____
	_____	_____
Telephone:	( ) _____	( ) _____

4. Nature of School-University Partnership Effort:

The following are common missions of school-college partnership efforts. Please check those that best characterize your partnership. Check all that apply.

- ☐ teacher in-service education/faculty development /"academic alliances"
- ☐ teacher pre-service education/career preparation for teaching
- ☐ strengthening the teaching and learning of academic subjects in public schools
- ☐ research on teaching and learning
- ☐ collaborative curriculum development projects
- ☐ professional development for administrators
- ☐ offering opportunities for disadvantaged, minority and/or "at risk" students
- ☐ offering college courses to high school students
- ☐ offering opportunities for gifted students
- ☐ adopt-a-school program
- ☐ consortium
- ☐ tutorial program
- ☐ coordination of several partnership activities under one program name
- ☐ vocational/technical curriculum articulation
- ☐ National Writing Project site
- ☐ other (please describe) _____

_____

5. Please briefly describe your partnership effort, including such information as: when and why the program was instituted, what populations it serves (give numbers of participants if possible), the staffing and budget responsibilities of each partner, the scope and range of programs offered, and general activities of the partnership. Please also describe the ways in which the program is collaborative. If you have a brochure or a paper available, you may substitute it for an answer to this question. ☐ (Check if descriptive materials are enclosed.)

_____

_____

_____

_____

_____

_____

OVER

5. (Continued) _____

5a. What school grade levels are served by the partnership? (Check all that apply.)

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

K 1 2 3 4 5 6 7 8 9 10 11 12

5b. If your partnership focuses on specific content areas, which of the following are addressed? (Check all that apply.)

☐ English ☐ foreign languages ☐ history/social sciences ☐ art/music

☐ sciences ☐ mathematics ☐ computers ☐ other (specify) _____

6. Have any research or evaluation studies been conducted to document your program's effects? ☐ yes ☐ no

If yes, please briefly describe, or list authors, titles, and sources of such studies.

☐ (Check if research materials or a reference list is enclosed.)

7. Please briefly describe your perceptions of the benefits derived from the partnership.

Please return survey to Syracuse University Project Advance, 111 Waverly Avenue, Suite 200, Syracuse, New York 13244-2320.

THANK YOU FOR YOUR COOPERATION

APPENDIX B

FORM FOR ELECTRONIC DATA BASE SEARCHES

Certain individuals and institutions may be interested in customized searches of the National School-College Partnership Data Base. Customized searches and reports can quickly be prepared that, for example: 1) list all partnership efforts in a given geographic location; 2) list all (or a selected number of) entries for a given category of programs, such as teacher in-service programs or programs for gifted and talented students; and 3) provide supplementary information not published in the *Directory*, such as grade-level emphasis of the partnership activity, academic subjects focused upon by the partnership, school contact person names and addresses, or type of higher education institution (public/private; urban/suburban/rural).

The National School-College Partnership Data Base will continually be updated and expanded. We expect that many institutional representatives whose program(s) are not represented in the *Directory* will complete and return the survey form in Appendix A of the *Directory* so that their institutions can be immediately entered in the National Data Base and included in the next edition of the *Directory*.

There will be a $25.00 processing charge for *each* customized Data Base search. (A search is limited to any amount of available information about *one* program category (see section D for a list of program categories). Each additional search costs an additional $25.00. There will be no charge if a search yields less than 10 program listings. To request a search, complete the form on the reverse side of this page and mail it along with a check or institutional purchase order made out to "Syracuse University Project Advance" to:

Dr. Leo Lambert
Syracuse University Project Advance
111 Waverly Avenue, Suite 200
Syracuse, NY 13244-2320

APPENDIX B

THE NATIONAL SCHOOL-COLLEGE PARTNERSHIPS ELECTRONIC DATA BASE

FORM FOR ELECTRONIC DATA BASE SEARCHES

Name _____ Title _____

Institution _____

Address _____

_____

City _____ State _____ Zip _____

Telephone _____

Please briefly describe how you intend to use the information in the National School-College Partnerships Electronic Data Base:

_____

_____

_____

1. A single search of the Data Base may be organized using any *one* of the following parameters:
   a. A search of all categories in section D for a *single* geographic area (city or state). Please specify here: _____
   b. A search of all categories in section D for grade level(s) served by the partnership. Check grade level(s) of interest in section E below.
   c. A search of all categories in section D for an academic subject area. Check *one* subject area in section F below.
   d. A listing of complete information on all partnership programs in *one* category. Check partnership category in section D below.
2. A report routinely includes information from the fields checked in sections A and B and all of sections E and F. You may check any other fields in sections A and C you would like included in your report.
3. Additional searches may be requested by photocopying this form. Additional searches cost $25.00 each.
4. Please clearly and concisely describe any special instructions and requests in section G below.

A. **Basic Information**

- ✓ Name of Institution
- ✓ Name of Partnership
- ✓ Reference Number
- ___ 300-500 word abstract available?
- ___ Institutional Location (urban, suburban, rural)
- ___ Institutional Status (public, private)

B. **College/University Contact Information**

- ✓ contact name
- ✓ contact title
- ✓ street
- ✓ city
- ✓ state
- ✓ zip code
- ✓ telephone

C. **School Contact Information**

- ___ contact name
- ___ contact title
- ___ street
- ___ city
- ___ state
- ___ zip code
- ___ telephone

D. **Partnership Category**

___ in-service/faculty development/"academic alliance"

___ college courses for high school students

___ minority, disadvantaged, and/or "at risk" students

___ preservice/training of teachers

___ articulation of vocational-technical curriculum

___ collaborative curriculum development

___ research on teaching and learning

___ programs for administrators

___ adopt-a-school programs

___ consortia

___ coordination of multiple partnership activities under one program title

___ National Writing Project Sites

___ tutoring programs

___ miscellaneous

E. **Grade Levels Served by the Partnership (K-12)**

___ K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12

F. **Academic Subjects Addressed by the Partnership**

___ English ___ foreign languages ___ history/social sciences

___ natural sciences ___ mathematics ___ art/music ___ computers

___ other (specify) _____

G. **List special instructions or special requests below:**

_____

_____

_____

Syracuse University Project Advance reserves the right to deny access to the National School-College Partnership Electronic Data Base for purposes that it judges to be inappropriate. For example, names and addresses of individuals will not be provided for any commercial or profit-making enterprise.

ORDERING INFORMATION

Additional copies of this directory may be purchased from AAHE for $13.95 each (plus $2.00 postage and handling per copy). Twenty (20) or more copies may be purchased at a 20% discount ($11.20 each plus $2.00 postage per copy).

AAHE also has available a monograph in its *Current Issues in Higher Education* series (1985-86, Number 1) relating to school-college partnerships. "Academic Alliances: A New Approach to School/College Collaboration" describes the principles behind the Academic Alliances movement and provides detailed information on how alliances are organized. The monograph is available for $5.00 per copy (postage and handling included). Twenty-five (25) or more copies may be purchased at a 25% discount ($4.00 each).

Make checks payable to AAHE Publications.

Mail order to:
AAHE Publications
One Dupont Circle, Suite 600
Washington, DC 20036
(202) 293-6440

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